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ABSTRACT

This nutrition and food management curriculum guide includes resources within two sections. The first section (Unit I) emphasizes food management and stresses resource management, time management, and coordination of departmental resources. A variety of forms are provided to facilitate recordkeeping, budgeting, and departmental organization. The examples provided are designed to increase both instructor and student efficiency. The second section of the guide (Units II-V) emphasizes nutrition and food as resources contributing to family health and well-being. These units cover the following topics: the significance of food, nutritional needs and the life cycle, nutrition for special needs, and maximizing the food dollar. Units contain transparency masters, assignment sheets, handouts for students, job sheets, tests, objectives, information sheets, learning activities, and references. Units are illustrated with line drawings. (KC)

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NUTRITION AND FOOD
MANAGEMENT
(INTERMEDIATE)
PART I

Initial materials for this packet were developed by a select group of Home Economics teachers and consultants at the Home Economics Education Curriculum Workshop held in June, 1980 on the UMC campus.

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FOREWORD

The Nutrition and Food Management Guide (Part I) includes resources within two sections. The first section emphasizes food management and stresses resource management, time management and coordination of departmental resources. A variety of forms are provided to facilitate record keeping, budgeting and departmental organization. The examples provided are designed to increase both instructor and student efficiency.

The second section of the guide emphasizes nutrition and food as resources contributing to family health and well being. Users of this guide may choose from a wide variety of assignments and learning activities and adapt them to their local programs. Instructors may wish to supplement units with additional local resources.

Before using the material, it is recommended that the instructor carefully review the "Teacher Activity" section at the beginning of each unit. This section contains many additional suggestions for learning activities. These suggestions are starred with an asterisk (*).

The Nutrition and Food Management Guide (Part II) will be completed at a later date and will include the following units: Time, Energy, and Resource Management in Food Preparation; Selection, Care, Preparation, and Storage of Food; and Meals for Family and Special Occasions.

NUTRITION AND FOOD MANAGEMENT
(Intermediate)

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MANAGING THE FOODS DEPARTMENT
UNIT I

INTRODUCTION

The purpose of this unit is to assist teachers in establishing and improving their management skills. Management involves controlling the environment. Through the use of this unit, teachers will become better able to control their instructional setting through improved decision-making skills in nutrition and food management classes. Upgrading one's managerial skills results in higher quality teaching, increases the professional's self-confidence and ultimately results in improving the student's learning environment.

Contained in this unit are guidelines and policies designed to help the teacher deal with departmental equipment, storage, resource materials, budgets, records, personal management and student time management.

UNIT OBJECTIVE

After completion of this unit, the teacher should be able to demonstrate the ability to operate the foods department effectively based on sound management and decision-making principles.

SPECIFIC OBJECTIVES

After completion of this unit, the teacher should:

1. Know terminology related to departmental management.
2. Demonstrate the ability to apply management principles when administering the foods department.
3. Practice management procedures in order to establish an optimum learning environment.
4. Create and use space for maximum efficiency.
5. Locate, organize and use professional resource materials effectively.
6. Select and establish a method of inventory best suited to one's department.
7. Organize the maintenance of the department for orderliness, cleanliness, and safety.
8. Keep accurate and complete records of departmental business.

9. Evaluate management styles of self and others.

10. Develop and expand abilities to manage student learning experiences, routines, rules and regulations.

11. Present material (information) in a sequential manner best suited to the students.

12. Conserve both human and nonhuman resources to reach the goals of the department.

13. Evaluate the results of program management.

MANAGING THE FOODS DEPARTMENT
UNIT I

SUGGESTED ACTIVITIES

I. Instructor

  A. Review objective sheet.

  B. Make transparencies, if applicable.

  C. Read unit and specific objectives.

  D. Read information sheets.

  E. Read and complete handouts and assignment sheets, when applicable.

II. Learner (Applies only when used with instructional methods classes)

  A. Read objectives.

  B. Study information sheets.

  C. Read handouts and assignment sheets, if appropriate.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Suggested activities

  C. Information sheets

  D. Transparency masters

    1. TM-1: Not A Model For Perfection But A Setting For Learning

    2. TM-2: Types of Food-Borne Illnesses

    3. TM-3: Types of Fire Extinguishers

    4. TM-4: The Urgent is Seldom Important; The Important Is Seldom Urgent

    5. TM-5: Let's Cook

  E. Handouts

    1. HO-1: Sample Card For Learning Resources

2. HO-2: List of Suggestions For Keeping References

3. HO-3: Sample School District Inventory

4. HO-4: Sample District Supplementary Material Inventory

5. HO-5: Alternative Inventory and Budgetary Plan

6. HO-6: Equipment Organization

7. HO-7: Fire Safety

8. HO-8: Unit Inventory Control Card

9. HO-9: Equipment Record

10. HO-10: Budget Request For 19--

11. HO-11: Sample School District Budget Request

12. HO-12: Cash Flow Summary According to Budget Codes

13. HO-13: Time Management

14. HO-14: Leadership and Management

15. HO-15: Duties of the Manager

16. HO-16: Foods Lab Plan

17. HO-17: Market Order

18. HO-18: Teacher's Evaluation of Lab

19. HO-19: Alternatives to Laboratory Experiences

20. HO-20: Unit Sequence

21. HO-21: Program Evaluation

F. Assignment sheets

1. AS-1: Department Layout

2. AS-2: Equipment Work Simplification Standards

3. AS-3: Food Handling and Storage

4. AS-4: Safe Work Habits

II. References

A. American Heart Association, The Heart of the Home. Columbia, Missouri: Missouri Heart Association.

B. Blinn, Lynn. Making Decisions. Albany New York, Delmar Publishers, 1980. (Unit 1 - "Introduction to Decision-Making"; Unit 6 - "Finding Time to Satisfy Needs and Wants")

C. Cannie, Joan Koob. The Woman's Guide to Management Success: How To Win Power in the Real Organizational World. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979. (Chapter 3 - "The High Achiever Leadership Styles" - discusses the characteristics of different styles of leadership; Chapter 11 - "Increasing Your Effectiveness" - use of time)

D. Fleck, Henrietta. Toward Better Teaching of Home Economics. New York: MacMillan Publishing Co., Inc., 1980. (Chapter 7 - "The Environment For Teaching and Learning" - good information for the components of teaching management; Chapter 8-12 covers teacher resources, teaching strategies, planning and evaluation)

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F. Gross, Irma H. and Crandall, Elizabeth Walbert. Management For Modern Families. New York: Appleton-Century Crofts, Division of Meredith Publishing Company, 1963. p. 235. (Chapter 10 - "Work Simplification"; Chapter 15 - "Teaching of Home Management")

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M. Taylor, Anne P. and Vlastos, George. _School Zone_. New York: Van Nostrand-Reinhold Company, 1975.

N. _Vocational-Technical Facility Planning Guide_. State of New Jersey, Department of Education, Division of Vocational Education, Bureau of Resource Management Services, Trenton, New Jersey, 1976.

MANAGING THE FOODS DEPARTMENT
UNIT I

INFORMATION SHEET

I. Terms and Definitions

A. Budget - a plan designed to control income and expenditures of a department

B. Decision-making process - choosing from among alternatives that which will best meet your goals and objectives

C. Discretionary time - those minutes or hours during your day that are not appropriated for specific activities, job or leisure. Learning to make use of such time can greatly increase one's productivity

D. Environment - in this unit, environment refers to the school in general and the home economics (foods) department specifically

E. Goals - aims and objectives of the department

F. Human resources - time, energy, skills, knowledge, and abilities of the people with whom you are working

G. Management - one's ability to control their environment

H. Nonhuman resources - money, supplies and equipment

I. Resources - used to effect a desired end

J. Vocational program - adheres to certain specific guidelines in order to meet standards as specified by the Missouri Department of Elementary and Secondary Education

II. Components of Management

A. Environmental awareness

1. Includes an assessment of nonhuman resources, physical facilities, environmental resources, equipment, literature

2. Includes an assessment of human resources, students, time, energy, knowledge and skills

B. Environmental control

1. The decision-making process

(NOTE: Application of the decision-making process to a task will create more satisfactory results, reduce elements of risk in the outcome and achieve results more rapidly.)

2. Steps in decision-making

    a. Select a goal.

    b. Determine useful information in attaining the goal.

    c. Consider ways of achieving the goal.

    d. Evaluate the results.

III. Getting Acquainted With the Environment

A. Department layout (TM-1)

The layout of the department should be determined by how students will best learn in this space. Consideration should be given to these elements: (AS #1)

1. Physical surroundings

2. Intellectual environment

3. Psychological environment

(NOTE: A stimulating classroom environment does not just happen. Teachers MUST become thoroughly acquainted with their department and its contents. This may take one or several days prior to the opening of school, but in the end it is time well spent.)

B. Teaching resources

A variety of resources is available to stimulate the interest of students (and instructors) in foods and nutrition.

1. Resources should be selected on the basis of:

    a. Their contribution to the learning process

    b. The ability of students to understand and use them

    c. Their convenience of use

    d. Their cost

    e. Their timeliness

2. The variety of resources available include:

    a. People as resources

1) Other teachers

2) Parents

3) Individuals from business and industry

b. Material resources

1) Visual resources: photos, posters, exhibits, bulletin boards, chalkboards, flannel boards, pegboards, flip charts, mobiles, models

2) Projected techniques: television (commercial, Public Broadcasting System, cable, etc.) video tape, films, filmstrips, slides, transparencies

3) Audio aids: listening, tapes, cassettes, radio

4) Multimedia: textbooks, reference books, paperbacks, newspapers, magazines, cartoons, comic books, pamphlets, bulletins

3. Location of resources

a. Classroom

b. Library

c. Cafeteria

d. Community

4. To locate and use resources effectively a good filing system is essential. The filing system should be simple, clear and concise. In addition, the filing system should be easily located, well-labeled and cross-referenced. (HO-1 and HO-2)

C. Inventories - Though difficult to compile initially, an inventory is not only an excellent way of getting to know your department, but an essential component of management.

1. An inventory is:

a. A detailed listing of everything in your department.

b. An objective evaluation of the use of specific equipment.

c. An inventory includes:

1) The location of supplies and materials

2) An account of every piece of equipment

2. An adequate inventory should provide the following information in a clear and concise manner.

    a. Name of article

    b. Amount or quantity on hand

    c. Cost when new

    d. Condition (rating: good, fair, poor, etc.)

    e. Year of purchase

    f. Serial number (warranty)

    g. Date of inventory and location (room number, etc.) (HO-2, HO-3 and HO-4)

    (NOTE: The use of colored tapes applied to department resources can serve as quick identifiers of resources. If objects are to be cleaned, equipment should be marked with tape that withstands cleaning compounds, dishwasher cycles, etc.)

IV. Organizing the Environment

A. Opening and closing the department - If a teacher will be working in a foods facility for the first time, the job of opening the department should be done alone. (If the facility is to be shared with another teacher, it may be done jointly.) The task will help the teacher:

1. Become acquainted with the facility. (Discussed in III,A)

2. Locate and organize equipment for:

    a. Convenient use

    b. Work simplification (AS #2)

3. Develop an accurate inventory. (Discussed in III,C)

4. Plan and adjust curriculum and laboratory experiences to correspond with available facility, equipment and supplies.

5. Devise a plan for future purchases. (HO-5)

6. Involve students in subsequent activities related to opening and closing the department including:

    a. Organization of space and equipment for work simplification

    b. Use and care of appliances

   - c. Buying of household equipment
   - d. Responsibilities of management

     (NOTE: If planned cooperatively, department management will be a valuable learning experience for establishing good housekeeping techniques to be practiced throughout the school year. HO-6)

B. Sanitation in the foods department - Sanitation in the foods department is not only a concern for the teacher, but should be considered as an important unit for instruction as well. To maintain sanitary conditions for food preparation, consideration should be given to all of the following:

1. Housekeeping
   - a. Regular cleaning and upkeep of the homemaking facilities (i.e., light fixtures, floors, walls, ceilings, plumbing, windows, screens, doors, storage, ventilating system)
   - b. Elimination of common kitchen pests (i.e., fly, roach, ant, rodent, mosquito)
   - c. Adequate food waste disposal
   - d. Procedures for storage and use of cleaning supplies (Example: dishwashing)
2. Food handling and storage (AS #3)
   - a. Be aware of potentially hazardous foods and how they should be stored.
   - b. Familiarize yourself with methods for dry food storage, refrigerator and freezer storage, and nonfood item storage.
3. Food illnesses - Teachers should know and make students aware of some of the more common food-borne illnesses that result from the mishandling of food. (TM-2)
4. Personal hygiene - The teacher should set the example for good personal hygiene and insist that students maintain high standards for personal hygiene. These standards would include:
   - a. Appropriate clothing and shoes
   - b. Hair restraint
   - c. Apron
   - d. Jewelry

    e. Grooming habits

    f. Personal habits (sneezing, scratching, etc.)

    g. Washing hands

    h. Procedure for tasting food

    i. Procedure for handling equipment

C. Safety - Safety in the kitchen (foods laboratory) and dining area is another important consideration for both practice and instruction by the teacher.

1. Safe work habits

    a. If you drop it, pick it up.

    b. If you spill it, wipe it up.

    c. Keep your mind on what you are doing.

2. Kitchen accidents - It is important to become aware of the most common kitchen accidents in order to prevent them.

    a. Cuts

    b. Spills and breakage

    c. Burns

    d. Electrical shock

    e. Falls

3. The physical characteristics of the classroom can contribute to safety.

    a. The room should be of suitable size for the amount of equipment in the room.

    b. The room should be of suitable size for the number of students using the room.

    c. Storage space should be strong and in good repair.

    d. The arrangement of room should allow for freedom of movement by the students.

4. Storage of nonfood items; cleaning supplies, bug sprays, etc., should be well away from food items. Label directions for their use should be followed closely.

5. Water and electricity don't mix. Because electrical shock is one of the most common causes of kitchen accidents some additional safety reminders seem relevant regarding appliances.

    a. Always unplug an appliance holding the plug. Never pull the cord.

    b. Make sure appliance cords are not worn or damaged.

    c. Do not overload circuits.

    e. Check instructions carefully before washing appliances.

    f. Never put a metal utensil into a toaster or broiler while the heating element is on.

6. Fire safety - Due to the nature of the equipment and the activities carried out in the foods laboratory, the possibility of fire occurring presents a very real threat. In case a fire occurs; keep a fire extinguisher, salt, or baking soda near the range. (TM-3 and HO-7.)

    a. Types of Fire Extinguishers

        1) Pressurized water - used on Class A fires

        2) Soda-acid - used on Class A fires

        3) Foam - used on Class A and B fires

        (NOTE: Never use foam on live electrical fires.)

        4) Carbon dioxide - used on Class B and C fires

        5) Multipurpose dry chemical - used on Class A, B, and C fires

    b. How to Use Fire Extinguishers

        1) Pressurized water

            a) Carry to fire.

            b) Pull pin.

            c) Squeeze handle grip.

            d) Direct stream at base of flame.

        2) Soda-acid

            a) Carry to fire.

        - b) Turn bottom up.
        - c) Direct stream at base of flame.
    - 3) Foam
        - a) Carry to fire.
        - b) Turn upside down.
        - c) Direct stream across burning object.

          (NOTE: Do not direct stream straight at fire.)
    - 4) Carbon dioxide
        - a) Carry to fire.
        - b) Pull ring on side of handle.
        - c) Release horn and grasp by insulated handle.
        - d) Squeeze handle grip.
        - e) Direct horn at base of fire.
        - f) Stand only six to eight feet away.
    - 5) Multipurpose dry chemical
        - a) Carry to fire.
        - b) Squeeze handle grip.
        - c) Direct discharge at base of flame.
- c. Rules for fire prevention
    - 1) Report ANY fire immediately to supervisor.
    - 2) Know where fire extinguishers are and how to use them.
    - 3) Keep all equipment in good working order.
    - 4) Keep equipment clean to prevent fires caused by grease piling up, especially on vent hoods and filters.
    - 5) Never put water in hot grease.
    - 6) Watch hot fats for splattering.
    - 7) Store cold fats away from flames.

        8) Smoke only in designated areas.

        9) Keep matches in closed containers.

        10) Light matches before turning on gas jets.

        11) Report any gas leaks to supervisor.

        12) Turn off all open fires when not in use.

    d. Action in case of fire

        1) Notify supervisor if at all possible.

        2) Keep yourself and others calm.

        3) Call fire department if needed.

        4) Use fire extinguisher to help control blaze until fire department arrives.

        5) Cut off air supply.

7. Maintaining and operating safe equipment (AS #4)

    a. Learn to operate all equipment according to the instructions provided in the owner's manual.

    b. Keep all appliances in good repair.

    c. A file folder may be kept for each item of equipment with the following data. (HO-9)

        1) Owner's manual

        2) Serial number

        3) Original cost, date of purchase and place of purchase

        4) Record of repair

        (NOTE: A good sanitation and safety program should convey cleanliness and orderliness, aesthetics, health, and a convenience to students.)

V. Taking Care of Department Business - An integral part of management in any foods department involves taking care of department business.

A. Administering the finances of the department budgets - As a resource, money is highly important in the foods department to help teachers reach their goals. Sound money management practices are essential and time and effort are required to develop budgeting skills.

1. Sources of income
    a. Allotment from school
    b. Student project fee
    c. Money-making projects
    d. Business/industry support
2. The amount of money required (expenditures) should be based on:
    a. The number of students
    b. Expendable items (on yearly basis)
    c. Necessary upkeep of the department
        1) Maintenance and repair
        2) Replacement and updating of equipment
    d. Purchase of additional equipment for expansion of the program
3. The following list suggests several benefits of a budget.
    a. Rational use of money
    b. Able to adjust irregular income to regular expenditures
    c. Helpful when income increases or decreases
    d. Helps to plan expenditures over a period of years
    e. Adjusts to change in enrollment
    f. Helps to establish/examine department goals and priorities
    g. Helpful in allocating discretionary income
    h. Helpful in comparison shopping for selected items
    i. Helps to discover and plug leaks in spending habits

4. The steps in preparing a budget include:

    a. Making an estimation of income needed

    b. Making a plan for spending

    c. Consulting with the administration, co-workers, selected community representatives concerning budget allowances and projections

        1) Set up a joint meeting time.

        2) Explain program goals and needs.

        3) Examine available alternatives.

        4) Finalize spending plans.

    d. Keeping a record of spending

    e. Comparing the record with the plan and adjusting the plan as needs arise

B. Purchasing - Purchasing is the process of converting budget allocation into goods and services which will provide pleasure and satisfaction in attaining departmental goals. (HO-10, HO-11, and HO-12)

1. Better buymanship substitutes information for guessing.

    a. Consider new vs. used products.

    b. Fortify oneself with information.

    (NOTE: Don't forget to find out about textbooks, too. How many years will the book be in print; available? When does the company (author) plan to publish a new edition?)

    c. Investigate product performance ratings.

    d. Telephone for preshopping information.

    e. Shop around and personally inspect goods before buying. Compare price, quantity and quality.

    f. Check product safety features.

2. Better buymanship substitutes rational for emotional consumer practices.

3. Additional buymanship practices include:

    a. Bargain for lower prices.

        1) Reduction in list price

        2) Larger trade-in allowance

        3) Include certain extras in the price.

        4) Ask for a school discount.

    b. Buy in bulk and large quantities.

        (NOTE: Not all prices for large quantities are less than small quantity.)

    c. Check prices and totals (bill/invoice) carefully.

    d. Who will install the product?

        1) Reputable store's service department

        2) Factory authorized maintenance center

        3) Self (school) installation with complete directions

    e. Check required maintenance.

4. The previous buymanship considerations apply to school purchases. The procedure for purchasing should follow a general format.

    a. Keep an ongoing list of consumable items, goods and services that are desirable to efficiently manage the facility and reach departmental goals. (HO-10)

    b. Arrange the items in priority (needs, wants, luxuries) so that when monies become available objective decisions regarding spending can be made.

    c. Determine the best buy for your goals and objectives.

        (NOTE: Be prepared to present a rationale for both b and c. Some school administrations require this in writing. Besides, you should know, too.)

    d. Complete the required paper work (purchase orders, etc.) for your school. KEEP A COPY FOR YOUR FILES.

    e. Upon purchase or arrival:

        1) Check to be certain the item is what you ordered.

        2) Check condition of product.

        3) Notify proper authority of arrival and approve payment.

        4) Transfer information on product to your inventory and equipment record file. (HO-8 or HO-9)

C. Correspondence - The home economics (foods) department receives a large amount of reading material. It should be handled according to its source and importance.

   1. Mailings should be sorted according to material that is to be read carefully, studied, scanned, deferred or discarded.

   2. School mail should be sorted in much the same manner but usually requires some immediate response.

   3. Teachers should follow certain guidelines which are important in writing business letters.

      a. Written communication requires a written response.

      b. Under certain conditions, a brief memo may be all that is required.

      c. When a letter is necessary, type it, if possible, using a good grade of stationary with an envelope to match.

      d. Direct correspondence to a particular individual if possible, using name and title, if known.

      e. Date all correspondence and sign your full name.

      f. Keep a carbon copy of all correspondence and make a notation on it as to how the matter was handled.

D. Vocational planning guidelines

   1. Vocational programs are planned and instituted, based upon input from a variety of sources. These include:

      a. Community needs

      b. Student needs including special needs students

      c. Input from advisory council

      d. Labor market demands

      e. Available research

      f. Cost benefit of program

   2. Resources for instituting and maintaining programs:

      a. Department of Elementary and Secondary Education, Division of Career and Adult Education

b. Scope and Sequence for Vocational Home Economics Programs in Missouri

c. Local industry

d. Employment related individuals within the community

e. Missouri Advisory Council on Vocational Education

f. Vocational Planning Guide (See Bibliography I.)

E. Student records and reports - These will vary in different situations but may include the following:

1. Attendance records

2. Student information

a. Name, grade, etc.

b. Address and telepone number

c. Schedule of classes

d. Previous experiences in home economics - foods and nutrition

e. Other information helpful in planning curriculum

3. Record of student's progress, grades, etc.

4. Record of FHA/HERO program of work

5. Individual Education Plan (IEP) for special needs students

F. Miscellaneous records - Many other records have already been discussed along with their importance; i.e., inventories, teaching devices, resources, etc.

VI. Managing Time Effectively

In one's attempt to control the environment, one of its most challenging aspects is time. Time is unique; the one resource that is truly and absolutely limited. It is perishable; incapable of being postponed, deferred, put off, withheld, or saved. It can, however, be invested. Everything requires time and the hallmark of a good manager/teacher is the manner in which they protect and invest their time. Successful time management involves two basic methods.

A. Organizing your time

1. To organize time effectively you must first know how you presently spend time. (HO-13)

2. Discover how you and others waste your time. Consider these possibilities:

   a. Are you doing activities (jobs) that someone else can do, should do, or can be taught to do? If so, an organized teacher/manager should delegate these jobs to subordinates.

   b. Does the job really need to be done at all? What would happen if it never got done?

   c. Is the job urgent or can it be postponed? (TM-4)

   d. Can someone else do the job as well as, or better than you?

      (NOTE: Silber and Sherman point out that "The urgent is seldom important and the important is seldom urgent." And the corollary of this statement is that, as a manager, you delegate the urgent and keep the important. Your job as a manager is to do the important work of setting priorities, making plans and decisions, developing people, and using your skills to get the job done. Effective managers don't just 'mind the store'. Therefore, when an urgent request comes in, give it to the most qualified person on your staff to take care of it.)

3. Consolidate discretionary time - Since many activities require large blocks of time, plan ahead to set aside necessary hours for uninterrupted time.

   a. Block out time each day for departmental and personal tasks and do not permit any interruptions.

   b. Work during that time of day when you operate at peak performance.

B. Delegating tasks to others - This means other people do the job and you stay responsible for it.

1. The most important reason for delegating to them is to increase your available time to do your own important work.

2. Delegating develops the people/students, thus increasing the efficiency of the department while teaching new skills.

3. Three barriers to delegating which should be avoided are:

   a. Wanting to feel needed

   b. Desire to stay in control

c. Anxiety over the progress of those under you taking over because they are younger (Example: Older department coordinator).

VII. Managing Human Resources - Probably the single most important influence on the success of the foods and nutrition (home economics) program is the leadership style of the teacher--YOU.

A. Characteristics desirable in a leader - As a foods instructor, part of your management role will include working with human resources; the skills, knowledge, time, energy and experience of your students. In valuing these individuals and acknowledging and encouraging their potential for success, certain leadership characteristics are desirable. A good manager/teacher should:

1. Be well-organized. (HO-14)
2. Allow for individual freedom and responsibility.
3. Set high standards.
4. Reward excellent performance.
5. Be supportive.
6. Provide opportunities.
7. Instill cooperation.

B. Student laboratory experiences

1. Orientation for students - Prior to working in the foods laboratory, the following activities are suggested:

a. Divide students into lab groups and select a lab manager.

(NOTE: Many teachers may prefer to rotate this duty to allow each student an opportunity to develop management skills.)

b. Familiarize students with the facilities - storage of equipment and food.

c. Familiarize students with general laboratory procedures - use of equipment, safety rules and sanitation routines.

2. Planning laboratory experiences

a. Determine the nature of your project (unit of study).

b. Set the goals for the activity with your students.

(NOTE: Keep the goals of the first labs simple. You should choose a product that will allow for success by students and concentrate on helping students attain good laboratory habits. Be sure students have adequate time for completion. To allow for individual differences, reward the first group to finish by allowing them to prepare a drink for everyone, even if the "budget" will only allow ice water. You may have one or two additional goals of your own; i.e., to observe managerial practices, social relations, safety precautions.)

c. Help students to prepare a workable plan for carrying out the project. Involve students in the managerial process. They can carry out many tasks for which teachers often assume responsibility. (HO-15, HO-16, and HO-17)

d. Encourage freedom of expression so the experience can be adapted to individual interest, needs, and abilities.

   1) Choice of recipes, each teaching the same/similar cooking principle.

   2) Variation of the same recipe

   (NOTE: If it's the first laboratory, the same recipe with variations; i.e., bar cookie with choice of additional ingredients as chips, nuts, coconut, will be easier to supervise.)

3. Working in the laboratory

   a. Prepare students for food preparation lab. (TM-5)

      1) Wash hands.

      2) Secure hair.

      3) Put on apron.

   b. Instruct students to read through the recipe and assemble equipment and ingredients.

   (NOTE: Special equipment not stored in individual kitchens should be located in advance of lab period and made ready for use. The nonstaple food items may be laid out on a conveniently located supply table to simplify and expedite the procedure.)

   c. As students carry out the laboratory procedures the teacher should:

1) Supervise distribution of food supplies.

2) Be alert that safety precautions are observed.

3) Guide students, in correct use of supplies and equipment.

4) Assist students, if necessary, in adapting plans.

5) Raise questions to help students be more aware of their knowledge and actions.

6) Be sensitive to social relations (cooperation and conflict) that are developing within groups.

7) Be aware of the cleanliness and orderliness of the work area throughout the period and especially at the end of the period.

d. Evaluation should be based on the specific goals determined in the planning stage. It should be done jointly by the teacher and the students. Immediate feedback is imperative. (HO-18)

(NOTE: Due to high cost, alternate laboratory experiences may need to be devised. HO-19)

C. Sequence of learning (HO-20)

1. All laboratory experiences should be based on a well-organized curriculum allowing the skills and techniques of one lab to build upon those of a previous experience.

   (NOTE: Making a cheese sauce for a vegetable casserole uses the principles of making white sauce as well as cooking with cheese.)

2. Scope and Sequence is an excellent resource for helping teachers develop an organized sequence of learning.

3. A plan book or notes from one year will help in planning future cooking units and determining a time schedule (block-out) for teaching. (HO-20)

D. Conserving resources

1. Demonstrations - student teams; student; or teacher

2. Films and filmstrips - may replace books or activities

3. Taste-testing - as total laboratory preparation

4. Donations of food stuff - pork producers; turkey producers; commodity foods

5. Field trips

6. Dry labs - simulation

7. Community resource persons

VIII. Program Evaluation

A. Steps in program evaluation

1. Examine goals.

   a. Are they clear and precise?

   b. Are they achievable?

2. Devise goals which reflect a range of behaviors (not just knowledge oriented or action oriented).

3. Assess outcome of program.

   a. What gains have students made?

   b. What gains have faculty made?

   c. What gains in facilities were made?

   d. What gains were reflected in the community?

B. Program quality depends upon the efficiency of the existing program. (HO-21)

(NOTE: Do products produced through the program warrant the cost expended--in other words can we continue to prepare whole meals year after year when costs continue to rise while resources decrease?)

Are the techniques reinforced through the program reflective of techniques used in the home as well as industry?

(NOTE: New food preparation techniques are appearing continuously. Does the local program include these techniques within various instructional units?)

If resources are reduced or expanded for the program, what actions will occur?

1. In terms of people - Will they be trained more or less effectively?

2. In terms of resources - Will they be more or less able to provide sufficient support for desired program adjustments?

   (NOTE: A mark of such planning would include analyzing the available program resources and determining the effects on the progress of their continued use, removal from the program or replacement.)

Not a
"*model for perfection*"

but a
"*setting for learning*"

Dorthea Umbach, "An Apartment in Homemaking Teaching," Journal of Home Economics. 46 (January, 1954): 21-23.

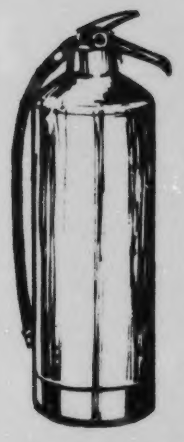
TM-1

TM-2

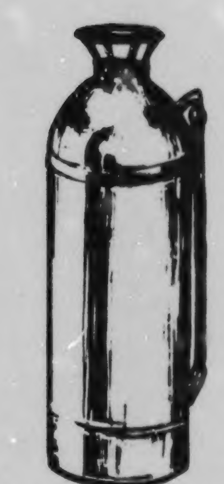
Types of Food-Borne Illnesses

Staph	Bacterium of human origin; its main sources are the nose, throat, and infected lesions; the contaminated foods which are not refrigerated can produce toxin; toxin is not destroyed by ordinary cooking methods.
Salmonella	Large numbers of salmonella bacteria; their source is the intestinal tract of humans and animals; meat, poultry, dirty shells of eggs, and products made from these foods may already be contaminated with salmonellae when they reach the kitchen; seafood from sewage-polluted waters are contaminated.
Perfringens	Large numbers of a spore forming bacterium; its source is the intestinal tract of humans and animals, soil, and kitchen dust; meat may be contaminated with it when purchased.
Botulism	Deadly toxin of a spore-forming bacterium whose source is the soil; toxin is produced under conditions that exclude air; toxin can be destroyed by boiling food for 15 minutes.

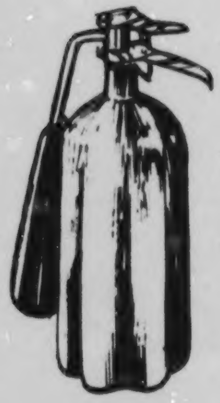
Types of Fire Extinguishers



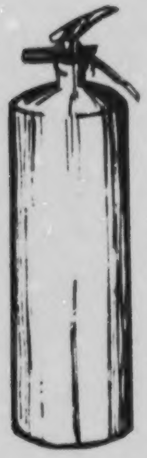
Pressurized
Water
Class A



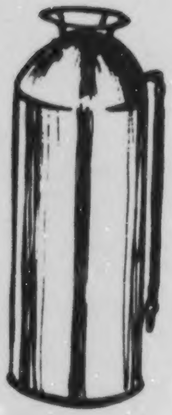
Soda-Acid
Class A



Carbon
Dioxide
Classes
A and B



Dry
Chemical
Classes
A, B and C



Foam
Classes
B and C

The Urgent is seldom important;

the important is seldom urgent

Cannie, Joan Koob, The Woman's Guide to Management Success: How to Win Power in the Real Organizational World. Prentice-Hall, Inc., Englewood Cliffs, NJ, 1979.

TM 4

TM 5

hair back ?

apron on ?

hands washed?

LET'S COOK!

MANAGING THE FOODS DEPARTMENT
UNIT I

HANDOUT #1: SAMPLE CARD FOR LEARNING RESOURCES

Side #1: (NOTE: Includes source of references, brief description, availability of source and cost, if applicable)

NUTRITION SOURCE BOOK

Pamphlet

Source: American Dairy Association

Teacher reference emphasizes a nutrient approach ...Scientific basis for dietary recommendations is discussed, applying nutrition and food group information to plan daily meals.

Free from Greater Kansas City Dairy Council

Good information for:
  Intermediate Nutrition and Food Management
  Advanced Nutrition and Food Management

Side #2: (NOTE: Includes informative comments clarifying contribution to program, usability, workability. Add comments if applicable and grade level for which material is appropriate.)

Comments:
Students liked the activity at the end of the section.

MANAGING THE FOODS DEPARTMENT
UNIT I

HANDOUT #2: LIST OF SUGGESTIONS FOR KEEPING REFERENCES

Suggestions for Locating References:

1. A filing system similar to one used by librarians can be used effectively. A card is placed in the file which carries information for each available reference or resource. It is suggested that the cards be color coded to indicate the general location of the resource. Example: white cards for references located in the school library; orange cards for those in your files; green cards for bookcase in the room, etc.

2. Cards should be filed alphabetically by subjects (not by title alone). Such as:
   - Eggs
   - Nutrition
     - Basic 4
     - Carbohydrates
     - Proteins
     - RDA
     - Vitamins
   - Pastries and pies

3. Audio-visuals stored in a cabinet can be located more readily by keeping a list of titles taped to the inside of the door. The list should include with the title the class or grade level appropriate for its use.

4. Ask the librarian to supply a list of filmstrips, books and other references available in the school library. (If the librarian is unable to furnish this information, send a student to the library to copy it from the card catalog - this saves many unnecessary trips to the library.)

SAMPLE SCHOOL DISTRICT INVENTORY

Department ______________ School ________________ Teacher ______________ Rm. _____

Date of Inventory:

Article	Model Number Serial Number	Cost When New	19 82 19 83			19 - 19			19 - 19			19 - 19		
			E	G	P	E	G	P	E	G	P	E	G	P
Ex: Refrigerator	YA23 8510093	$870.		1										
meas. spoons		.90/ea.	5	2	1									

Directions: Rate the conditions of the article each year by indicating the number of items in the appropriate column.

E - Excellent G - Good P - Poor

HO-3

Sample District Supplementary Material Inventory

Subject ______________________ School ______________________________

Teacher ______________________ Grade Level ______________________ Room Number ______

Directions: Rate the condition of the material each year by indicating the number of materials in the appropriate column.

Book Title	Publisher	Edition	Year of Purchase	Cost when New	19 82 19 83			19 - 19			19 - 19			19 - 19			19 - 19		
					E	G	P	E	G	P	E	G	P	E	G	P	E	G	P
Discovering Foods	Bennett	2	1979	5.87	46	3	1												

E - Excellent G - Good P - Poor

HO-4

VOCATIONAL HOME ECONOMICS PROGRAM PLANS
(Sample Format)

Program Objectives:

Curricular Offerings:

Courses	FY 82	FY 83	FY 84	FY 85	FY 86
Exploratory Home Economics					
Basic Homemaking					
Homemaking II					
Contemporary Living					
Family Relations and Parenting Education					
Child Development					
Personal Management					
Consumer Education					
Resource Management					
Nutrition and Food Management					
Clothing/Apparel and Textiles					
Housing and Living Environments					
Family Health and Home Nursing					
Child Care Services					
Institutional/Home Management, Consumer Services					
Food Management, Production Services					
Clothing/Apparel/Textiles Mgt., Production, Services					
Home/Institutional Furnishings and Equipment Mgt., Production, Services					
Home Economics Cooperative Occupational Education (HERO)					

ALTERNATIVE INVENTORY AND BUDGETARY PLAN
(For use at teacher's discretion)

Course Title ______________________________

Instructor ______________________________

Course Description ______________________________

____

Year ______________ **Semester** ______________

Curriculum Guide ______________________________

Textbook ______________________________
Author **Title**

____
Publisher **Copyright Date**

Behavioral Objective(s)	Inventory	Present and Future Needs	Check Year					Estimated Cost
			FY 82	FY 83	FY 84	FY 85	FY 86	
	Equipment							
	Texts							
	Instructional Materials							
	Consumable Supplies							

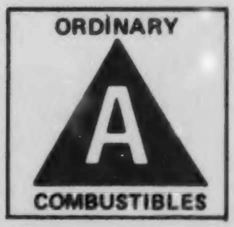
HO-5

HO-7

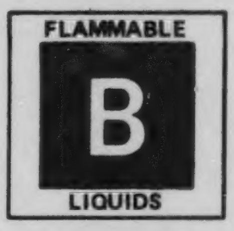
FIRE SAFETY

I. Classes of Fires

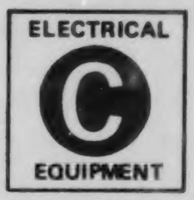
A. Class A: Fires that occur in ordinary combustible materials identified by a green triangle (Examples: wood, paper, rags)


ORDINARY
A
COMBUSTIBLES

B. Class B: Fires that occur with flammable liquids; identified by a red square (Examples: grease, gasoline, oil, paint)

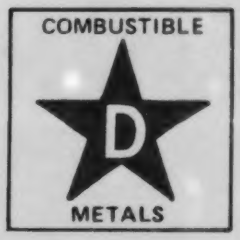

FLAMMABLE
B
LIQUIDS

C. Class C: Fires that occur in or near electrical equipment; identified by a blue circle


ELECTRICAL
C
EQUIPMENT

D. Class D: Fires that occur with combustible metals; identified by a green five-pointed star. (Example: aluminum)

(NOTE: Do not attempt to use conventional fire extinguishers on Class D fires.)


COMBUSTIBLE
D
METALS

UNIT INVENTORY CONTROL CARD

Type of Equipment ________________________________ Date ____________

Unit Identification __________________ Purchase Date ______________

Brand/Mfg Name ___________________________________ Model ____________

Serial # _________________ School Assigned ________________________

Department/Room Assigned __________________ Original Cost _________

Current Cost _______________ Fund __________________

Estimated Life in Years _____________ Vendor _____________________

Warranty Period ___________________ Misc. Notes ____________________

Date Pulled From Service ______________________

HO-9

EQUIPMENT RECORD

Equipment: (Name of specific piece, i.e., dishwasher)

Title of Owner's Manual: ______________________________

Other Information Provided by Dealer: ______________________________

____

Serial Number: ______________________

Original Cost: ______________________

Date of Purchase: __________________

Place of Purchase: ________________________________

Repair record (Type of repair)	Date	Cost (Parts/labor)

(NOTE: Prepare a file folder for each piece of equipment used in the department in which you place a form similar to this example.)

HO-10

Budget Request for 19____

Budget Code________________ Name________________

Company	Quan.	Unit	Catalog Number	Description & Page No.	Unit Price	Total
Nasco	1	doz	AR 14	10 qt. pans p.110	15.00	180.00

(NOTE: Use this form to make budgeting requests for the coming year. Completed form should reflect projected program units.)

SAMPLE SCHOOL DISTRICT BUDGET REQUEST

Budget Planning Worksheet Summary

Department Code ____________________ Department or Grade __________

School ____________________ Teacher __________

TITLE	BUDGET FOR 198 - 198	BUDGET ESTIMATE FOR 198 - 198
ADMINISTRATION		
TEXTBOOK		
LIBRARY BOOKS		
INSTRUCTIONAL SUPPLIES		
TRAVEL AND EXPENSES		
ATTENDANCE SERVICES		
HEALTH SUPPLIES & OTHER EXPENSES		
CONTRACTED SERVICES		
REPLACEMENT OF EQUIPMENT		
UPKEEP AND EQUIPMENT		
SITE IMPROVEMENT		
BUILDING REPAIR AND REMODEL		
EQUIPMENT FOR BUILDINGS		
FURNITURE FOR BUILDINGS		
OTHER CAPITAL OUTLAY		

HO-12

Cash Flow Summary According to Budget Codes

Date	Department/Person	Purchase Order Number	Estimated Balance	Invoice Amount	Balance
5/21	Hoover	1409 1412	3500.00	145.32	3354.68

TIME MANAGEMENT

Because time is such a valuable resource, it seems appropriate to look at a number of time "stretchers" to increase your efficiency in the use of time.

1. Make a list of those tasks you must accomplish. Prepare a list in stages, for time seems more manageable when considered in units of a day, week, or year.
2. Learn to say "no" when others infringe on your time.
3. Don't put off getting started. Procrastination is a waste of time.
4. Keep priorities flexible. Look carefully at the jobs to be done and undertake the most difficult jobs first while you are still fresh.
5. Delegate tasks to others whenever possible. To increase your time for important jobs only you can handle, NEVER do a job a student can do. (This will also help students develop responsibility for learning.)
6. Work with enthusiasm, because work is done more quickly when it is enjoyed.
7. Learn what hours you work best and try to do your most important jobs at that time.
8. Make use of waiting time and other odd moments for making notes and similar productive activities.
9. Estimate and set time limits for tasks and compete with yourself in an attempt to reduce that time.
10. Group similar jobs, (grading, typing, phone calls) all at once rather than piecemeal.
11. Organize grading so you only handle each assignment once.
12. Be alert to new methods of doing routine jobs by developing patterns for simplification.
13. Meet deadlines. Start meetings on time. This in itself can help reduce tension and frustration.
14. Organize your desk.
15. Avoid perfectionism.
16. Develop an awareness of time by keeping an imaginary clock in your mind.
17. Use your break time to restore energy. RELAX.
18. Plan something fun and exciting for each week.

LEADERSHIP AND MANAGEMENT

1. Determine what needs to be done.
2. Assess your degree of capability.
3. Determine who can help you.
4. Be responsible for your own time.
    a. Set your goals.
    b. Organize your priorities.
    c. Set targets.
    d. Gather resources.
    e. Carry out the task.

    Never say "There is not enough time." You are the master of your own time.
5. Take responsibility for your actions.

DUTIES OF THE MANAGER

1. Assign duties with help of others.
2. Record plans for work.
3. Write out market order, plan sheet, recipe and where recipe comes from.
4. Direct work in kitchen. Help get supplies, check market order.
5. If someone is absent, reassign duties or take over.
6. Have assistant manager take over in absence of manager.
7. Always turn in plan sheets to instructor.
8. Identify those who did not perform assigned tasks.

REMINDERS ON MEAL PREPARATION

1. Have enough written plans to guarantee getting done on time with successful results.
2. Know what your job is before class on food preparation days.
3. Market orders should be checked with supplies on hand before they are turned in.
4. Clean-up time must be remembered in your planning.
5. Remember cleanliness in the kitchen - wash hands, wear apron, don't work with hair hanging in face.
6. To save time, make only one trip to supply table (with a tray, measuring utensils, containers, and a list of ingredients).
7. Measure, but do not mix at the supply table. Do not remove any supply from the table.
8. Use appropriate table settings and manners when serving and eating meals.
9. Every class member can be doing something related to the meal at all times.
10. See that you carry out your assigned job.

FOODS LAB PLAN

Names ____

____

____

Lab Manager ____________ Kitchen Number ______ Lab Date ________

MENU (Project:)

Recipe(s) [If additional space is required, staple recipes to lab plan.]

Source of Recipe (Book and page number)

NAME	DUTY

Indicate the procedure for the second day on the back!

NAME	DUTY

MARKET ORDER

Lab Manager__________________ Kitchen Number______ Lab Date________

List the amount needed and product name under the proper heading!

Fresh Produce	Canned Goods
Dairy Products	Staples
Meat, Fish, Poultry	Spices, Seasonings, etc.
Frozen Foods	Bakery
Miscellaneous	

HO-18

Teacher's Evaluation of Lab

Directions: Note student/group performance by checking each criterion to indicate that standards were attained by student/group during the laboratory experience.

Hour ______________________
Kitchen ______________________
Project ______________________
Manager ______________________

Hair controlled	
Hands washed	
Aprons On	
Towels out	
Completed steps of lab plan and market order and turned in on time	
Followed directions and used correct equipment	
Worked quietly and efficiently	
Finished on time	
Standard Product	

Hour ______________________
Kitchen ______________________
Project ______________________
Manager ______________________

Hair controlled	
Hands washed	
Aprons On	
Towels out	
Completed steps of lab plan and market order and turned in on time	
Followed directions and used correct equipment	
Worked quietly and efficiently	
Finished on time	
Standard Product	

Hour ______________________
Kitchen ______________________
Project ______________________
Manager ______________________

Hair controlled	
Hands washed	
Aprons On	
Towels out	
Completed steps of lab plan and market order and turned in on time	
Followed directions and used correct equipment	
Worked quietly and efficiently	
Finished on time	
Standard Product	

Hour ______________________
Kitchen ______________________
Project ______________________
Manager ______________________

Hair controlled	
Hands washed	
Aprons On	
Towels out	
Completed steps of lab plan and market order and turned in on time	
Followed directions and used correct equipment	
Worked quietly and efficiently	
Finished on time	
Standard Product	

HO-19

ALTERNATIVES TO LABORATORY EXPERIENCES

Demonstrations:

1. Teacher may demonstrate a principle or product.
2. Student(s) may demonstrate.
3. A guest from the community may be brought in for the purpose of demonstrations.
4. Students from more advanced classes may demonstrate to beginners.

(NOTE: To increase the student's interest and the learning potential of a demonstration, be as creative as possible in thinking of ways to involve students in the demonstration. Have students assist in a procedure, give a silent demonstration or a pantomine demonstration.)

Use of Audio-Visuals:

1. Filmstrips that demonstrate food preparation
2. Show a film that demonstrates food preparation.
3. Prepare your own slide presentation to illustrate the steps or principles you wish to teach your students. (Ex.: making a pie crust)
4. Ask a student with artistic ability to illustrate a flip chart or poster showing the ideas you wish to teach.

Use Donations to Increase Resources:

1. Available food stuff from producer associations and manufacturers
2. Local merchants
3. Parents and patrons (A variety of garden vegetables and fruits can be used in the fall and spring.)

Miscellaneous:

1. Have a recipe contest - students prepare food at home using their "favorite" recipe and the product is brought to school for judging.
2. Plan a field trip - This technique is especially good if you can visit an establishment specializing in foreign foods for a World Foods class.
3. Use food models - Available from the American Dairy Council or Nasco.
4. Taste testing
5. Dry labs
6. Critique a brown bag lunch - students agree to bring their lunch.
7. If possible, the teacher may want to bring food from home to use for a demonstration and then take it home.
8. Offer to have your students prepare food for a group, if they pay for the supplies. (Ex.: Dinner for the school board, refreshments for a coaches' lounge, debate tournament, dinner theatre, etc.)
9. Have a bake sale and sell products you prepare, to pay for the supplies.
10. Use government commodities , if available.

HO-20

UNIT SEQUENCE

In setting up your semester program of learning the following procedure should be followed:

1. Determine units to be covered.
2. Plan a logical sequence for learning.
3. Determine the relative amount of time to spend on each unit.
4. Select the information to be covered: chapter in textbook; lecture materials; audio-visual materials to supplement lecture; student assignments and learning experiences (laboratory experiences).

The following example may be helpful in planning your blockout.

OUTLINE FOR INTERMEDIATE NUTRITION AND FOOD MANAGEMENT	TIME ALLOTMENT
I. Social Significance of Food	1 week
II. Nutritional Needs	3 weeks
III. Food Buying and Meal Planning	2 weeks
IV. Food Preservation, Canning, Freezing and Drying	3 weeks
V. Food Preparation	
A. Fats and Oils	3 weeks
B. Vitamins and Mineral Foods	3 weeks
C. Carbohydrate Foods	2 weeks
D. Food Nutrition at Home	1 week
VI. Food Service	1 week
VII. Careers in Foods and Nutrition	1 to 2 days

25 Foods I Roll call Seating chart Rules Outline	26 Unit I Social Significance Foods Chap. 1 – "Our Cultural Heritage"	27 Activity: crossword puzzle	28 Discussion – Family Food Habits grade x-word puzzle	29 NO School
1 NO School	2 Unit II Nutritional Needs Chap. 3 Foods and your Health →	3 · Read Chap. · Do activity	4 View Filmstrip "Nutrition Notables" from Dairy Council	5 Chap. 4 "Intro. to Nutrition" Define and discuss terms on pg. 59 discuss Chap Plan a – "Nutrition Break"
8 Chap. 5 "More About Nutrition" Do activity 1, 2 and 3 →	9	10 "Nutrition Break"!	11 Chap. 6 " Food Choice for the Day" →	12 assign. menu planning
15 Work on assignments →	16	17 discuss assign.	18 Nutrition Lab. Include foods containing all 5 basic Nutrient groups →	19 Meal

HO-21

PROGRAM EVALUATION

Directions: Complete the following form at the conclusion of the semester or school year.

Program Resources	Status
Students	Increased by 20 requiring the recommendation to the administration of the additional class time and teacher for 19__.
Facilities	
1. No microwave oven	Cannot institute instructional food service within program to degree desired in 19__.
2. Replacement of ranges	Will increase student/faculty efficiency by 10%. Will allow youth organization to provide more service to community through food related activities.

MANAGING THE FOODS DEPARTMENT
UNIT I

ASSIGNMENT SHEET #1: DEPARTMENT LAYOUT

Directions: Use the following form to check your department to determine whether it accommodates the following elements. Upon completing the check form, examine the strengths and limitations of your instructional setting. Then determine priority needs to be accounted for in future budget requests relative to facilities.

	Yes	No
I. Physical Surroundings		
A. Does the room offer space for:		
1. lecture?		
2. demonstration?		
3. food and meal preparation?		
4. food service?		
5. laundry?		
6. social activities?		
7. individual instruction?		
8. filmstrip viewing?		
B. Does the room provide privacy for students and the teacher to work?		
C. Is storage and equipment in a convenient location?		
D. Will the room look nice in:		
1. bright sunshine?		
2. dull days?		
3. nights?		
E. Is the room flexible, allowing for change? (Space to expand or contract)		
II. Intellectual Environment		
A. Does the room stimulate learning?		
B. Is the room adaptive to student needs?		

	Yes	No
C. Does the room have interesting books or magazines on varied reading levels?		
D. Does the room provide space to work on an individual basis?		
E. Does it reflect the total concept of home economics?		
III. Psychological Environment		
A. Does the room appear warm and inviting?		
B. Is the room friendly?		
C. Does the room foster learning and personal development?		
D. Does it allow students to meet basic psychological needs? (Companionship, security, socialization, development of leadership)		

MANAGING THE FOODS DEPARTMENT
UNIT I

ASSIGNMENT SHEET #2: EQUIPMENT WORK SIMPLIFICATION STANDARDS

Directions: Use the following check form to determine whether you have "created" a departmental environment that can be efficiently managed. Check the column which applies to your personal situation.

	Yes	No
1. Is equipment located where it is most frequently used?		
2. Is equipment stored where it is easily seen or available?		
3. Is equipment within easy reaching distance?		
4. Have standards been clearly defined for those working with the equipment in the laboratory?		
5. Are cleaning procedures for equipment known and carried out?		
6. Are safety guidelines established and followed when operating equipment?		
7. Is equipment operated by those with the necessary skills?		
8. Are several persons trained in the equipment operation procedures so that no one individual must carry out all the equipment related tasks?		
9. Does the available equipment operate efficiently?		
10. Are work areas lighted adequately?		
11. Are equipment resources used to the fullest extent?		

MANAGING THE FOODS DEPARTMENT
UNIT I

ASSIGNMENT SHEET #3: FOOD HANDLING AND STORAGE

Directions: Evaluate your department to see if you are using appropriate food handling and storage techniques by placing a check in the column best describing your instructional setting.

	Yes	No
1. Is food stored in the refrigerator at the proper temperature? Not too hot or too cold?		
a. Are eggs covered?		
b. Vegetables in the crisper?		
c. Leftovers covered?		
2. Is food stored in the freezer at the proper temperature?		
a. Is all food properly wrapped?		
b. Is food well labeled? (with date)		
3. Are meats properly stored and used immediately after thawing? (Ex. chicken within 24 hours)		
4. Are raw fruits and vegetables washed before use?		
5. Are any foods stored in inappropriate areas, such as the floor, counter top, etc.?		
6. Do the items stored fit the available space?		
7. Are storage areas clean and dry?		
8. Are storage areas rodent and insect free?		
9. Are nonfoods being stored separately from food stuffs?		
10. Are all nonfood items labeled?		
11. Are all nonfood items tightly sealed?		

MANAGING THE FOODS DEPARTMENT
UNIT I

ASSIGNMENT SHEET #4: SAFE WORK HABITS

Directions: While conducting a laboratory, select one student or group of students and ask them to check student laboratory safety procedures by completing the following sheet.

Name of student (Kitchen group): ______________________________

Date: ______________________

Description of Safety violation	Location of Violation	Recommended Method for correction

THE SIGNIFICANCE OF FOOD
UNIT II

UNIT OBJECTIVE

At the conclusion of this unit, students will be able to associate terms with the significance of food, interpret the major influences on food choices and eating habits and analyze personal reasons which influence eating habits. This knowledge will be evidenced through the completion of assignment sheets and the test with 85% accuracy.

SPECIFIC OBJECTIVES

1. Define by matching, terms associated with the significance of food.
2. List and give an example of the ways food meets our basic human needs.
3. List and describe the major influences on food choices and eating habits.
4. Analyze personal reasons for eating and influences on personal eating habits.

THE SIGNIFICANCE OF FOOD
UNIT II

SUGGESTED ACTIVITIES

I. Suggested Activities for Instructor

   A. Order any films, filmstrips, and make transparencies to supplement the unit.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Adapt materials for special needs students.

   *F. As an introduction to the unit, have students list the foods included in one of their family's favorite meals. Compare differences and use the information to lead into a discussion of the unit. Be sure to emphasize that everyone will have some different foods on their list - some we may not like at all or have never tasted and no one is right or wrong when selecting favorite foods.

   G. Give test.

   H. Reteach, if necessary.

II. Instructional Materials

   A. Objective sheet

   B. Information sheets

   C. Transparency masters

      1. TM-1: Hierarchy of Human Needs

      2. TM-2: What Influences Your Food Choices?

      3. TM-3: Tasting Foods

   D. Assignment sheets

      1. AS-1: Word Puzzle

      2. AS-2: What Influences the Food You Eat?

   E. Answers to assignment sheets

   F. Test

*This activity is unique to this unit.

G, Answers to test

III. Unit References

A. Cote, Patricia, People, Food and Science. Lexington, Mass.: Ginn and Co., 1979.

B. Down, Edith, et al., What's To Eat, Peoria, IL: Chas. A. Bennett Co., 1981.

C. Kowtaluk, Helen, et al., Food For Today. Peoria, IL: Chas. A. Bennett Co., 1977.

D. Ohl, Suzzane, et al., Guide to Modern Meals. New York: Webster-Division, McGraw-Hill Book Co., 1981.

E. White, Ruth Bennett, You and Your Food. Englewood Cliffs, NJ: Prentice-Hall, 1976.

F. White, Ruth Bennett, Food and Your Future. Englewood Cliffs, NJ: Prentice-Hall, 1979.

THE SIGNIFICANCE OF FOOD
UNIT II

INFORMATION OUTLINE

I. Terms and Definitions

A. Hunger - the physical desire and/or need for food

B. Superstition - a belief that has no scientific basis

C. Taboo - action forbidden by tradition or society

D. Kosher - food processed and prepared in a prescribed manner

E. Peers - people one's own age

F. Appetite - psychological desire to eat

G. Ethnic - type of group distinguished by certain common characteristics such as customs, appearance, etc.

H. Values - relative importance of things to you

I. Aesthetic - beauty; pleasing in appearance

J. Flavor - quality of food determined by taste, smell and touch

II. Eating to meet basic human needs (TM-1)

A. Survival - Hunger is the desire and/or need for food.

(NOTE: Research has shown that until hunger is satisfied, people can think of little but food. Without food, people can survive for only three to four weeks.)

B. Security

1. People feel safe and secure when they have a supply of food; people (and nations) become uneasy when food is in short supply.

2. As children, people gain a sense of security that will be important to their future development when they are fed in a loving, relaxed manner.

C. Sense of belonging (social acceptance) - Food creates a warm feeling of hospitality.

(Examples: When people are invited for meals, snacks, parties, or when food is given as gifts)

D. Self-esteem

1. Some people use food as a status symbol to impress others just as others use cars, homes, and clothes. One person's ideas of what foods are prestigious may differ from another's. (Example: Some people consider caviar, Maine lobster, or snails as status foods.)

2. Some people entertain friends elegantly at home or in fancy restaurants.

3. Some people develop a reputation as excellent cooks noted for their delicious cherry pies, cinnamon rolls, barbequed meats, etc.

E. Self-realization

1. Aesthetic appreciation

(NOTE: Many people turn foods into artistic masterpieces because they love beauty. They take special care with color, shape and arrangement of foods they prepare and eat.)

2. Adventure

(NOTE: Some people satisfy their spirit of adventure by preparing and eating gourmet foods, preparing and eating exotic foods from all parts of the world, developing new recipes of their own, or eating in new and different types of restaurants.)

III. Influences on our Food Habits and Choices (TM-2, AS-1 and AS-2)

A. Geographic location (climate and terrain)

(NOTE: The most abundant food in an area usually is the staple food.)

1. Climate

a. Some foods will only grow in warm climates, i.e., bananas, pineapple, etc.

b. Some foods, such as rice, only grow in moist, humid climates while others such as wheat, require drier climates.

c. In northern climates with short growing seasons, people eat more preserved foods.

d. In warm climates where weather makes it difficult to keep foods fresh, herbs and spices are used to mask "off flavors."

    e. In cold climates, food is prepared on indoor equipment, while in warm climates, much food is cooked on outdoor equipment.

  2. Kind of land (terrain)

    a. Regions with large coastal areas have an abundant supply of fish.

    b. Where grazing land is abundant, people raise cattle for beef and dairy foods.

    c. Where land is hilly, goats and sheep are raised for meat and dairy foods.

    d. Where land is fertile, fruits and vegetables are produced and eaten.

B. Superstitions and taboos affect food preferences so strongly that in all parts of the world people might starve to death rather than disregard a taboo or superstition.

  1. Certain tribes in Africa believe that a cow whose milk has been boiled (the safest form for young children) will yield no more milk and may die.

  2. One African tribe will not sell or give oranges to people who throw the skins in the fire since it is thought that such an act might cause the unripe fruit to fall from the trees.

  3. Some tribes will not consume milk and meat at the same time because of the belief that the cow remains in direct sympathy with her milk even after she has parted with it and any such contact of the two foods will injure the animal.

  4. In parts of the world, some women will not eat wild game in the belief that if they do, they will bear children who will be difficult to manage.

  5. Some pregnant women (even in the U.S.) will not eat certain foods for fear their children will have birthmarks resembling the food.

  6. In some areas of the world, children are forbidden to eat eggs because it is thought that this food might cause bladder disease and sterility.

  7. It is believed by some people that eating the brain of an animal will lead to premature graying; consuming the tongue of a goat will cause young children to be talkative; young men who eat goat's ears will become cowards; young women who eat hog stomachs will have darkened complexions; and that if young girls soon to be married and young married women eat the underside of an animal, it will interfere with childbearing.

8. In some areas, menstruating women are forbidden to touch certain foods, such as cow's milk.

   (NOTE: For additional information on superstition and myths about foods in the U.S. see Unit IV "Nutrition for Special Needs" in this curriculum guide.)

C. Religious beliefs

1. The Buddist religion prohibits the slaughter of animals; most Buddists live on cereals, fruits, vegetables and fish.

2. The Hindu religion considers the cow to be sacred therefore, it cannot be killed or eaten; the kind of foods eaten depends on the caste (social class) of the person. Persons with the highest caste eat the finest food and avoid all meat and certain strong foods such as onion, garlic and turnips. Some castes will not eat red blooded foods. They also have fast days at which time they eat either no food or only uncooked food.

3. Islam - the Moslems can eat only certain foods which are considered clean. Blood and swine are forbidden, except for the blood of fish and locusts. Animal foods must be slaughtered according to a certain ritual before it is lawful to eat them. They must eat food with the bare fingers of the right hand and with their shoes off.

4. The Jewish religion (Judaism) rules that only clean animals (those which have divided hooves and chew a cud) can be eaten. Hogs cannot be eaten. Meats and dairy foods cannot be eaten in the same meal. Only fish with scales can be eaten. Lawful foods must be kosher (processed and prepared in a prescribed manner). No cooking is permitted on the Sabbath.

5. In the Christian religion no general rules are followed regarding food although the major churches of the religion have developed their own. For example, Roman Catholics do not eat meat on Fridays during Lent; Eastern Orthodox Christians have numerous fast days, and the egg is used at Easter to symbolize renewed life.

D. Social influences

1. Family

   a. Hospitality and holiday customs

   b. Lifestyles and mobility (Examples: people who move frequently and travel usually have wider food preferences.)

(NOTE: If both parents work and children have a busy schedule, eating habits will be different than if one parent is home to prepare meals and everyone is present at mealtime.)

c. Ethnic influences - Because families tend to hold on to favorite and familiar foods, many people continue to eat foods typical of their ethnic backgrounds, even though two or three generations of a family may have been born in the U.S.

(NOTE: In many families of German descent, sauerkraut, sausage, and dumplings continue to be favorites. Italians are likely to base their meals on pasta.)

d. Personal habits of family members

(NOTE: At an early age, children learn to eat what their families eat, serve and say is good for them. Scientists report that children's eating habits are well established by the time they are four years old and tend to be firmly set by age nine.)

2. Peers - As children begin school and outside the home activities increase, eating preferences of friends are copied.

E. Technological advances

1. Modern processing and storing

2. Transportation

3. Irrigation

4. Farming equipment

5. Fertilizers and insecticides

F. Personal factors

1. Sensory perception - the ability of taste buds on the tongue and in the nose to detect flavors and whet the appetite. (TM-3)

(NOTE: Because of individual differences, different foods may taste different to different individuals.)

2. Values

a. Time and energy

(NOTE: Some people place high priority on time and therefore, use convenience foods or eat less.)

b. Health and appearance

(NOTE: People who value health, eat foods viewed as promoting health. In extreme circumstances, they may spend large sums of money on health food fads. People who value appearance, eat foods to keep them attractive, limit their weight, etc.)

c. Economy

(NOTE: People who value money may prepare more foods from scratch, grow their own food, and plan wisely by taking advantage of sales and using coupons.)

3. Emotions

   a. Associations of food with happy or sad events

   b. Using food as a reward or punishment

   (NOTE: Parents may give candy to children when they are good; they may omit dessert when they are bad.)

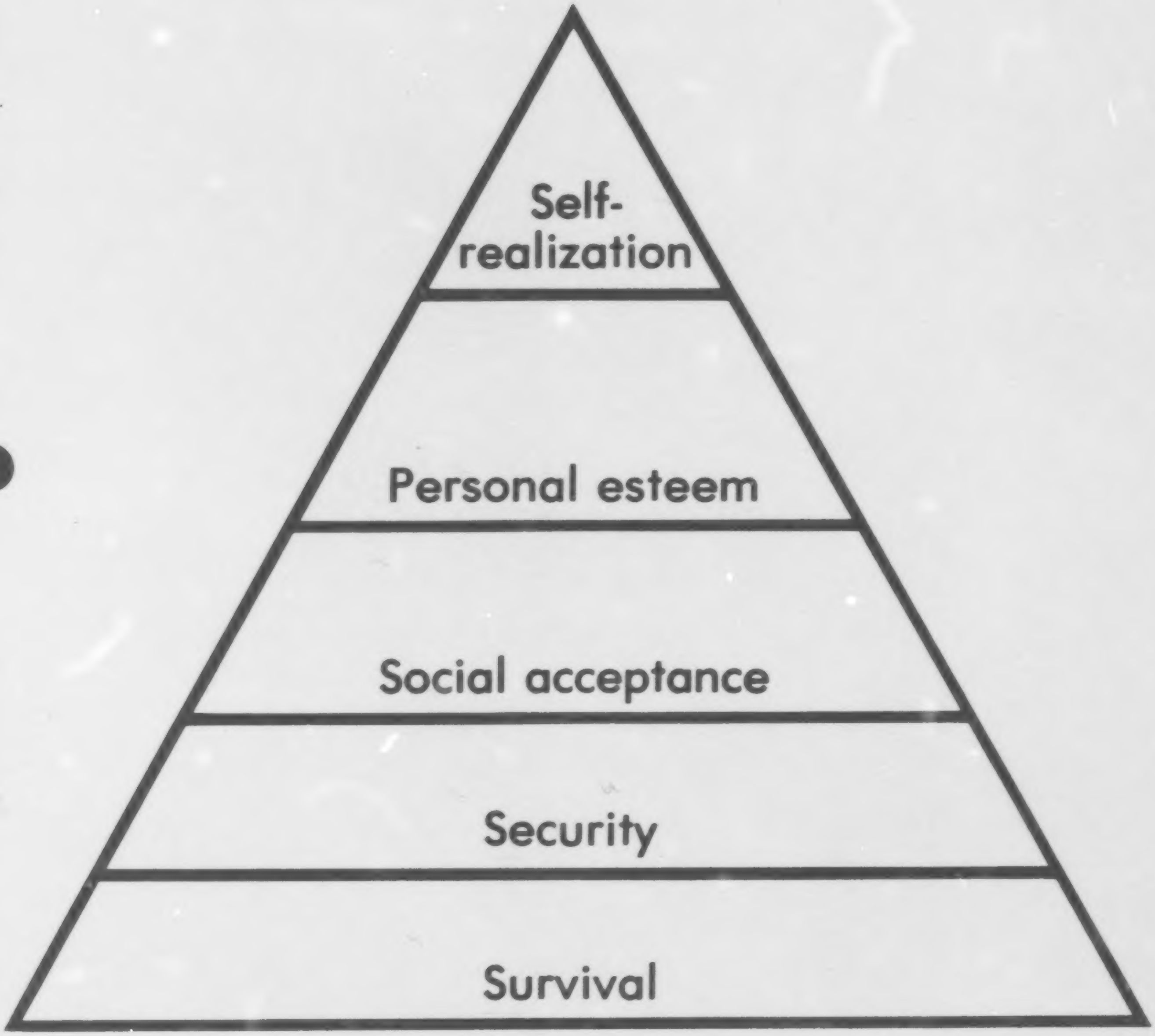
   c. Using foods to reduce frustration or boredom

   d. Effects of advertising - Advertising appeals to the emotions and basic needs of the consumer to try and like a particular product.

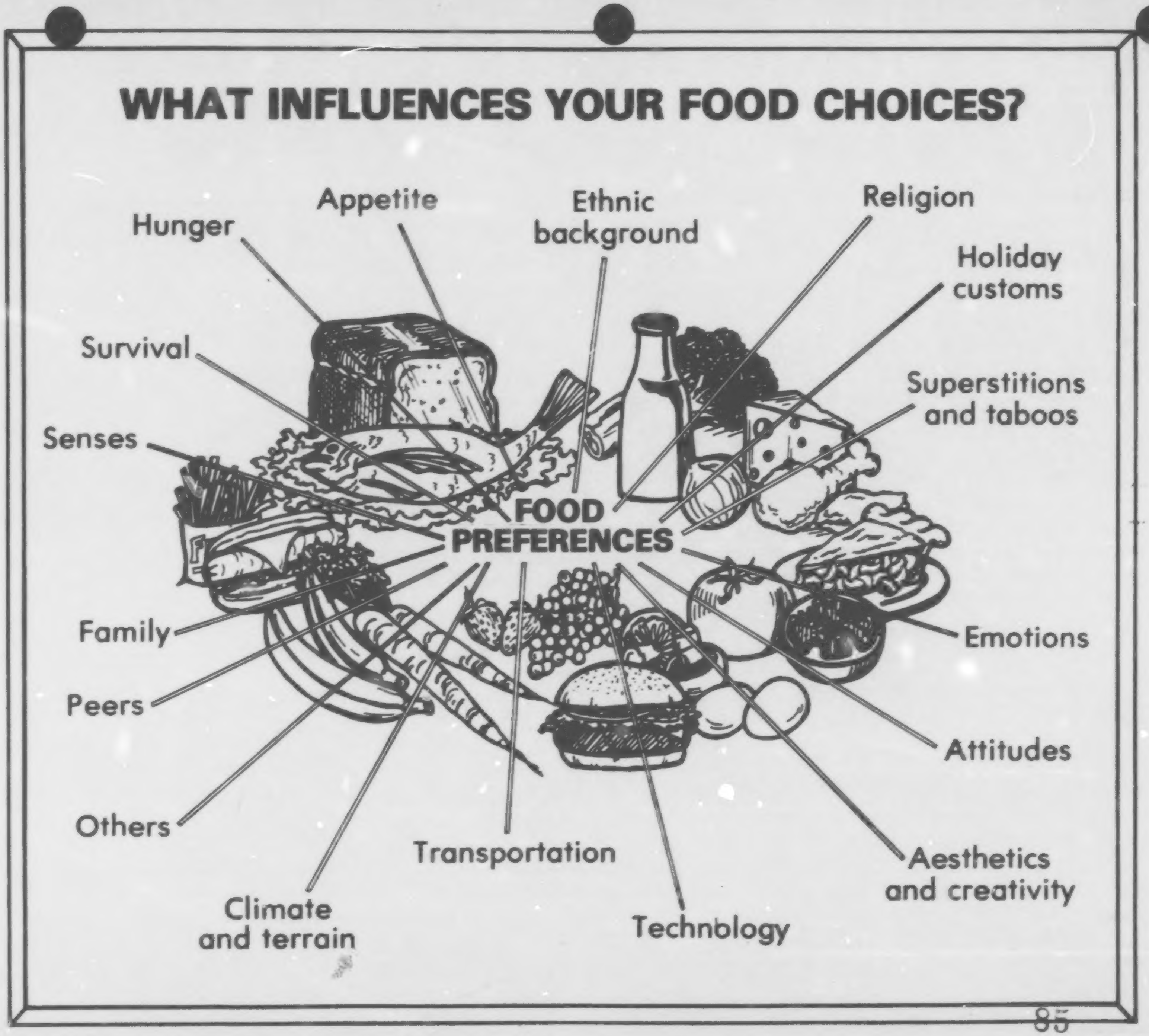
   (NOTE: Every year over $1 billion worth of food advertising appears on television alone.)

TM-1

Hierarchy Of Human Needs

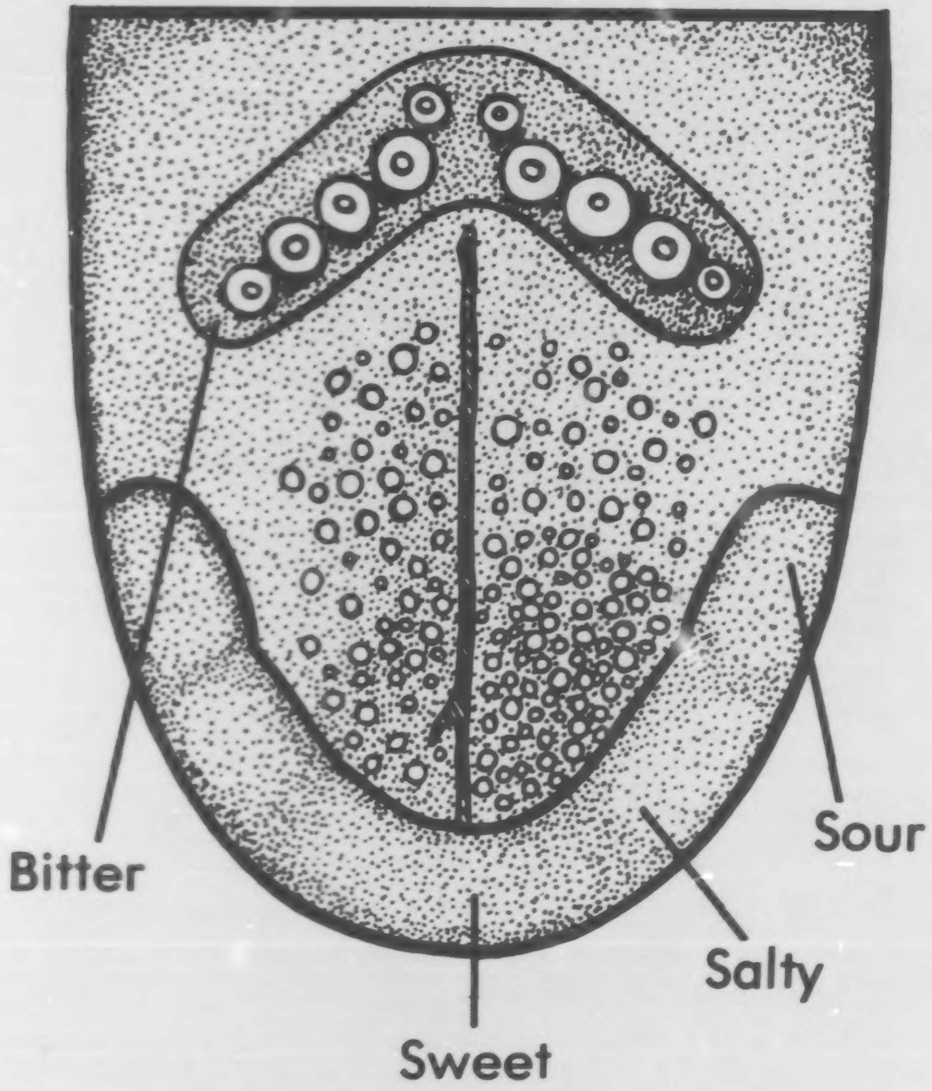

Self-realization
Personal esteem
Social acceptance
Security
Survival

Bulletin Board Idea


WHAT INFLUENCES YOUR FOOD CHOICES?
FOOD PREFERENCES
Hunger
Appetite
Ethnic background
Religion
Holiday customs
Superstitions and taboos
Survival
Senses
Emotions
Family
Peers
Attitudes
Others
Transportation
Aesthetics and creativity
Climate and terrain
Technology

TM-2

Tasting Flavors


Bitter
Sour
Salty
Sweet

The four basic flavors are tasted on different areas of the tongue.

THE SIGNIFICANCE OF FOOD
UNIT II

ASSIGNMENT SHEET #1: WORD PUZZLE

Directions: Read the clues and fill in the missing words below. Each clue - one letter per blank. All terms have been used in information sheets.

1. Belief about food that has no scientific basis

   1 2 3 4 5 6 7 8 9 10 11 12

2. Relative importance of things to you

   13 14 15 16 17 18

3. Strong influence on personal food patterns

   19 20 21 22 23 24

4. Used by mass media to influence food choices

   25 26 27 28 29 30 31 32 33 34 35

5. Religion which prohibits the consumption of pork

   36 37 38 39 40

6. Factor, such as irrigation, that affects food availability

   41 42 43 44 45 46 47 48 49 50

7. Someone your age

   51 52 53 54

8. Psychological desire for food

   55 56 57 58 59 60 61 62

9. Processed and prepared in the prescribed manner

   63 64 65 66 67 68

10. Group distinguished by certain common characteristics

69 70 71 72 73 74

11. Geographical condition that affects agriculture

75 76 77 78 79 80 81

12. Religion which prohibits the killing of animals

82 83 84 85 86 87 88

13. Action forbidden by society

89 90 91 92 93

14. The need for food in order to survive

94 95 96 97 98 99

15. Beauty

100 101 102 103 104 105 106 107 108

16. Aids in detecting flavors.

109 110 111 112 113   114 115 116 117

17. A value which might affect food choices

118 119 120 121 122 123 124

18. A personal factor affecting food choices

125 126 127 128 129 130 131 132

19. Foreign or unusual foods satisfying the need for adventure

133 134 135 136 137 138

Now decode the message. Look above for the same numbers you have below. Write the letters on the line. What does the message say? What does it mean to you?

19 11 46 26   36 18   55 72   52 134 51 77 98 65 87 107 93 121   127 19

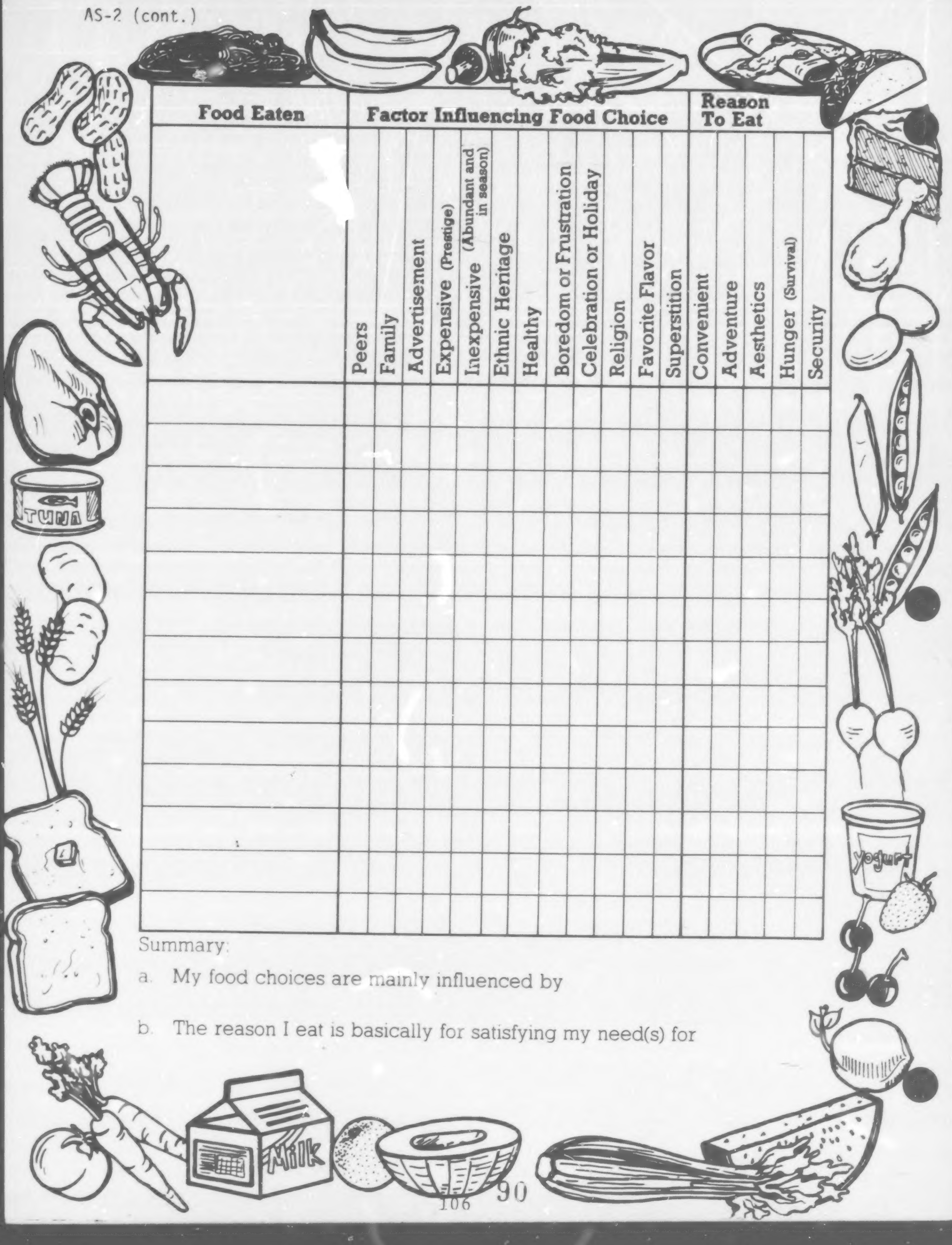
124 92 95

THE SIGNIFICANCE OF FOOD
UNIT II

ASSIGNMENT SHEET #2: WHAT INFLUENCES THE FOOD YOU EAT?

Name ____________________________________ Score __________________

Directions: In the chart on the following page, list as many foods as space allows that you have eaten in the last one to two days. (Do not list the same foods more than once.) In the space to the right, check the factors which influence you to select the particular foods.



Food Eaten	Factor Influencing Food Choice											Reason To Eat				
	Peers	Family	Advertisement	Expensive (Prestige)	Inexpensive (Abundant and in season)	Ethnic Heritage	Healthy	Boredom or Frustration	Celebration or Holiday	Religion	Favorite Flavor	Superstition	Convenient	Adventure	Aesthetics	Hunger (Survival)	Security

Summary:

a. My food choices are mainly influenced by

b. The reason I eat is basically for satisfying my need(s) for

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1:

1. Superstition
2. Values
3. Family
4. Advertising
5. Islam
6. Technology
7. Peer
8. Appetite
9. Kosher
10. Ethnic
11. Terrain
12. Buddism
13. Taboo
14. Hunger
15. Aesthetic
16. Taste buds
17. Economy
18. Emotions
19. Exotic

MESSAGE: Food is an expression of you.

ASSIGNMENT SHEET #2:

Responses will vary. The chart and summary questions should be filled out appropriately to the satisfaction of the instructor.

THE SIGNIFICANCE OF FOOD
UNIT II

TEST

Name ______________________________ Score __________

Directions: Match each term on the right with its correct definition on the left by placing the letter in the correct space.

____ 1. Quality of food determined by taste, smell and touch

____ 2. The physical desire and/or need for food

____ 3. Beauty

____ 4. A belief that has no scientific basis

____ 5. Relative importance of things to you

____ 6. Action forbidden by tradition

____ 7. Group distinguished by certain common characteristics

____ 8. Processed and prepared in the prescribed manner

____ 9. Psychological desire to eat

____ 10. People your own age

A. Hunger

B. Superstition

C. Taboo

D. Kosher

E. Peers

F. Appetite

G. Ethnic

H. Values

I. Aesthetic

J. Flavor

11. List five ways foods meet our basic needs and give an example of each.

	Need Met	Example
a.		
b.		
c.		
d.		
e.		

12. List and describe six major influences on our food choices. Include at least two examples with each influence which further clarifies how the influence affects one's food choices.

a.

1)

2)

b.

1)

2)

c.

1)

2)

d.

1)

2)

e.

1)

2)

f.

1)

2)

THE SIGNIFICANCE OF FOOD
UNIT II

ANSWERS TO TEST

1. j
2. a
3. i
4. b
5. h
6. c
7. g
8. d
9. f
10. e

11. a. Survive
    b. Security
    c. Sense of belonging (social acceptance)
    d. Self-esteem
    e. Self-realization

    (Examples will vary but should be appropriate according to those given in class and meet the satisfaction of the instructor.)

12. (Descriptions will vary; instructor should set standards for degree of completeness.)

    a. Geographic location - Description should include appropriate examples concerning climate and terrain.

    b. Superstition and taboos - Description should include 1-2 appropriate examples and/or the relative power superstition and taboos have.

    c. Religious beliefs - Description should give at least 2 appropriate examples naming a religion and its belief.

    d. Social influences - Description should include family and peers.

    e. Technological advances - Description should include two of the following - modern processing and storing; transportation, irrigation; farming equipment; fertilizer; and insecticides.

    f. Personal factors - Description should include any two of the following: sensory perception, values, emotions.

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

UNIT OBJECTIVE

At the conclusion of this unit, the student should be able to identify the role of nutrution throughout the life cycle and point out guidelines to follow when preparing food for and feeding infants and children. This knowledge will be assessed through the completion of assignment sheets and scoring 85% on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms associated with nutritional needs and the life cycle.
2. List reasons for special emphasis on nutrition during pregnancy and lactation.
3. Describe nutrient and caloric requirements during pregancy and lactation.
4. Plan a diet for a person during pregnancy and lactation.
5. Describe concerns related to nutrition during pregnancy and possible solutions to the concerns.
6. List reasons for special concern with teenage pregnancy and nutrition.
7. List reasons for special emphasis on nutrition during infancy.
8. Identify reasons for breast-feeding and reasons for bottle feeding infants.
9. Select from a list, guidelines for feeding liquids to a baby.
10. Select from a list, techniques to follow when feeding a baby solid foods so that the baby eats properly.
11. Compare commercial solid foods for baby with home prepared (using blender, grinder, or food processor) solid foods for baby.
12. List reasons for special emphasis on nutrition during childhood.
13. Identify and follow guidelines for feeding children.
14. Describe food problems that children have including solutions to each.
15. List reasons for special emphasis on nutrition during teenage years.

16. List suggestions for improving the teenage diet.

17. Describe characteristics of the adult diet.

18. List characteristics to consider when planning foods for older adults.

19. Identify food needs that are characteristic of various stages of the life cycle.

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

SUGGESTED ACTIVITIES

I. Suggested Activities for Instructor

A. Order films, filmstrips, pamphlets, etc. to supplement unit.

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Adapt material for special needs students.

G. Determine time allotment for unit and decide whether assignments will be at-home assignments or in-class, which alternate job sheets to use, and whether to use one or all of review sheets depending on class and laboratory time.

H. Review nutrition references such as those listed on the following page.

*I. Evaluate students' knowledge of basic nutritional information covered in Home Economics Basic Core I. Review this information, if necessary.

*J. Arrange a field trip to a Senior Citizen Nutrition Site to view the facilities and talk with persons in charge or arrange to help with a "meals on wheels" program.

*K. Evaluate students' knowledge of meal planning information covered in Home Economics Basic Core I. Review this information, if necessary.

*L. Arrange for children to come into the classroom to sample foods prepared when studying nutrition for children.

*M. Obtain large newspaper grocery ad sheets for review in Assignment Sheet #6.

*N. Put up background and road for bulletin board for Job Sheet #3. Students will be assigned to find appropriate magazine pictures to complete the bulletin board.

*O. Suggest as a home project assignment that students observe a child at three meals plus snacks. Record food intake, the child's reaction to each food and the way the child was encouraged to eat. Analyze the record using guidelines on nutrition for children.

*P. Compare alternate job sheets and decide which job sheet alternate best suits your laboratory time and budget.

*Q. Have stages of life cycle on slips of paper for Assignment Sheet #6.

R. Give test.

(NOTE: Not all objectives are evaluated on test. Some objectives are evaluated only by assignment and job sheets. If you feel more thorough evaluation is needed, you will need to add additional questions to the test.)

S. Reteach, if necessary.

*These activities are unique to this unit.

II. Instructional Materials

A. Objective sheet

B. Information sheets

C. Handouts

1. HO-1: Preparing Foods For Your Baby
2. HO-2: Food As Children See It

D. Assignment sheets

1. AS-1: The Life Cycle Nutrition Puzzle
2. AS-2: Scrambled Nutrients
3. AS-3: Plan A Diet For Pregnancy and Lactation
4. AS-4: Pregnancy Concerns and Nutrition
5. AS-5: Children and Food Problems
6. AS-6: Shopping For A Two-Week Trip
7. AS-7: Planning Meals By Nutritional Needs of the Life Cycle

E. Answers to assignment sheets

F. Job sheets

1. JS-1: Foods For Infants
2. JS-2: Meals For Children

JS-3: "Down the Road of Life"

G. Test

H. Answers to test

III. Unit References

A. Kowtaluk, Helen, et al., Food for Today. Peoria, IL: Chas. A. Bennett Co., Inc., 1977.

B. Largen, Velda, Guide to Good Food, The. South Holland, IL: Goodheart-Willcox Co., Inc., 1979.

C. Ohl, Suzanne Sickle, et al., Guide to Modern Meals. New York, Webster-Division, McGraw-Hill Book Co., 1981.

D. White, Ruth Bennett, Food and Your Future. Englewood Cliffs, NJ: Prentice-Hall Book, 1972.

IV. Filmstrips

A. Food As Children See It, General Mills Film Center, P.O. Box 1113, Minneapolis, MN 55440. (Available for purchase)

B. Happy Mealtime, produced and distributed by Audio-Visual School Services, P.O. Box 873, New York, NY 10023. (Available for purchase)

C. Inside My Mom, March of Dimes (Available on free loan basis from your area chapter)

D. Your Food: Chance or Choice? St. Louis District Dairy Council Film Library, Audio-Visual Service Center, 2232 Welch Industrial Court, St. Louis, MO 63141. (Available on free loan basis)

V. Films

A. Eating For Two--Healthy Mother, Healthy Baby, St. Louis District Dairy Council, Audio-Visual Service Center, 2232 Welch Industrial Court, St. Louis, MO 63141. (Available on free loan basis)

VI. Pamphlets

March of Dimes - Food during pregnancy pamphlets can be ordered from your area chapter free of charge.

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

INFORMATION OUTLINE

I. Terms and Definitions (AS #1)

A. Pregnancy - the condition of having unborn young within the body

B. Lactation - production of milk

C. Fetus - baby before birth

D. Conception - union of the male and female reproductive cells resulting in pregnancy

E. Prenatal - before birth

F. Morning sickness - name often given to nausea or vomiting that sometimes occurs in pregnant women on getting up in the morning

G. Craving - strong desire for something

H. Pica - desire to eat unusual things, usually nonfood items

I. Anemia - deficiency of red blood cells, usually the result of iron deficiency

J. Toxemia - condition of pregnancy in which there are specific health problems associated with the pregnancy

K. Empty calorie - foods which contribute few nutrients besides carbohydrates and fat

L. Food jag - eating only one type of food for a period of time and then switching to another type of food

M. Convalescence - period of recovery from illness

N. Pernicious vomiting - violent vomiting

O. Edema - accumulation of fluid in the body tissues

P. Sedentary - inactive

Q. Placenta - organ that transmits nourishment to the developing baby and removes waste products away from the child

R. Diabetes - disease in which the hormone, insulin, is unable to regulate the body's blood sugar, glucose, properly.

S. Cardiovascular - relating to the heart and blood vessels

T. Sodium - a mineral necessary to the body; found in foods and in salt, sodium chloride.

U. Colostrum - highly nutritious, yellowish substance which is produced by the lactating breasts a few days after delivery. Colostrum precedes mature milk.

II. Nutrition During Pregnancy and Lactation

A. Reasons for special emphasis on nutrition during this time

1. Fetus begins to grow and develop, the mother is the only source of nourishment.

2. The expectant mother's body is changing during this time which requires extra nourishment.

3. A well-nourished mother who cares for herself during pregnancy is more likely to have a pregnancy and delivery with fewer complications.

4. With good nutrition the baby is more likely to be full-term, normal weight and healthy at birth and during first year.

(NOTE: As a result of poor nutrition, premature babies and low birth weight babies are more likely to have physical and mental handicaps.)

5. Proper nutrition helps the mother lactate adequately, should she choose to breast-feed her baby.

B. Nutrient and caloric requirements during pregnancy and lactation (AS-2)

1. Protein allowance is increased by 10 grams daily for pregnancy and 20 grams during lactation. (Approximately two additional meat, fish, or poultry servings per day.)

a. Protein builds cells; many new body cells that require protein are being formed in the fetus and the mother.

b. Protein deficiency, especially during the first few months of pregnancy, increases the chance of mental and physical retardation. (Babies lacking protein have been found to have fewer brain cells.)

c. Protein is also a major nutrient in breast milk.

2. Calcium is needed in considerably larger amounts.

a. Calcium becomes part of the baby's teeth and bones and is a component of breast milk.

b. If the diet is deficient in calcium, the fetus will draw upon reserves in the mother's bones and after repeated episodes of pregnancy/lactations, the bones may be weakened.

3. Iodine is needed in adequate amounts

   (NOTE: If the diet is deficient, simple goiter sometimes results because of the extra demand on the mother during pregnancy and even more during lactation.)

4. Iron is needed in adequate amounts to prevent anemia; therefore, a supplement is usually recommended by physicians.

5. Vitamin A is needed in extra amounts daily, for cells which line every organ, gland and membrane inside the baby and maintain those of the mother, i.e., 200 R.E. during pregnancy, 400 R.E. during lactation.

   (NOTE: The use of International Units for the levels of Vitamin A is being converted to a more accurate measurement called Retinol Equivalents. Retinol is a form of Vitamin A completely absorbed into the body. Other forms of vitamins are less completely absorbed. Therefore, the use of retinol equivalents (R.E.) provides a better way to describe the amount of Vitamin A in foods.)

6. Vitamin C should be increased by 10-20 grams.

7. Folic acid (a B Vitamin) is needed in additional amounts to help form red blood cells.

   (NOTE: Other B vitamins are important but adequate amounts are obtained easily when a balanced diet is eaten.)

8. Vitamin K is usually supplied in adequate amounts when a balanced diet is eaten and by bacteria which produces the vitamin in the gastro-intestinal tract but is especially important for clotting of the blood which is essential for a normal pregnancy and delivery, as well as for recovery afterwards. This is usually supplied in adequate amounts when a balanced diet is eaten.

   (NOTE: Vitamin K does not pass through the placenta very readily so it is usually given via injection to newborns.)

9. Calorie intake should increase by 300 per day during pregnancy in most cases and by 500 per day during lactation because of the rapid weight gain of the fetus and increased metabolic rate of the mother.

   (NOTE: In most cases these amounts of nutrients can be provided by following the Basic 4 diet for pregnancy and lactation which follows.)

C. Diet for pregnancy and lactation (AS-3)

   1. Follow a varied diet using the Basic 4 recommendation for pregnancy and lactation as a guide. (Table 1)

(NOTE: Add 1 serving "bread-cereal group" during lactation; add 1 serving "milk-cheese group"; increase "meat-poultry-fish-beans group" from 5 to 6 ounces during pregnancy and lactation. In addition to increased protein needs, the mother will also need to increase vitamin C and fiber intake.)

TABLE 1: Applying food groups to pregnancy and lactation.

Food Group	Pregnancy	Lactation
Meat, Poultry, Fish, and Beans	3 or more servings	2 or more servings
Milk and Cheese	Adults: 4 or more servings Teens: 6 or more servings	Adults: 4 or more servings Teens: 6 or more servings
Vegetables and Fruits	4 or more servings	4 or more servings
Bread and Cereal (enriched or whole grain)	4 or more servings	4 or more servings

2. Salt in moderation; sodium needs increase during pregnancy

   (NOTE: Only restrict salt under a physician's supervision.)

3. Dietary supplements as prescribed by physician

   (NOTE: Usually iron and folic acid are not supplied sufficiently by the normal diet.)

4. Six to eight cups of water are required by pregnant and lactating women in addition to that coming from foods.

5. Lactating mothers usually need to avoid strong flavored foods such as garlic, onion or tabacco. The substances may flavor the milk. Alcohol and other drugs are often transmitted to the baby through breast milk.

   (NOTE: When any food seems to upset the baby, or you have questions about breast-feeding while on medication, the mother should check with her physician.)

D. Concerns related to nutrition during pregnancy (AS-4)

1. Weight gain (Table 2 on the following page)

   a. Concern: Recommended weight gain is generally 22-28 pounds. (Women underweight at conception should gain more; obese women, a little less.)

   b. Solution: Both too little weight gain and too much weight gain are dangerous to both mother and baby. A pattern of slow, steady, weight gain is best - two to four pounds the first three months and about one pound per week during remaining months. Within a week after birth, most women lose 18-20 pounds and within three months have lost the rest with adequate exercise and diet. (Breast-feeding usually speeds up the process.) Pregnancy is no time to deliberately try to lose weight.

TABLE 2: Weight during pregnancy.

	Weight	
Tissue	**Pounds**	**Kilograms**
Fetus	7.5	3.40
Uterus	2.0	.90
Placenta	1.5	.68
Amniotic Fluid	2.0	.90
Blood Volume	3.0	1.36
Extracellular Fluid	2.0	.90
Breast Tissue	1.0	.45
Body Fat and additional protein tissue	9.0	4.00
Total	28.0	12.59

2. Heartburn or indigestion

   a. Concern: Heartburn or indigestion is common in the later months of pregnancy because of pressure on the stomach and loss of muscle tone in the stomach and intestines.

   b. Solution: By eliminating one food at a time from the diet, a pregnant woman often can identify the ones causing discomfort. Avoiding the eating of large meals, foods high in fat and not lying down immediately after a large meal will help to eliminate this discomfort problem.

3. Alcohol, tobacco, and drugs

   a. Concern: When a woman uses alcohol, tobacco and drugs during pregnancy, the fetus does too. These substances (or poisonous substances from them) pass through the placenta and hinder growth of the baby and may cause physical and mental defects.

   b. Solution: Pregnant women should consume no alcohol and tobacco during pregnancy and use only drugs prescribed by a physician (even simple medication such as aspirin, antacids and laxatives can affect fetal growth). Even if the woman is trying to become pregnant, she should be careful about these substances. The first three months are the most dangerous because the organs of the baby are developing and are susceptible to damage.

4. Toxemia (pre-eclampsia, eclampsia)

   a. Concern: Toxemia is a condition of pregnancy with the following signs and symptoms:

        1) High blood pressure
        2) Rapid weight gain caused by edema (retention of water in tissues)
        3) Albumin - a protein in the urine; cause is unknown.

    b. Solution: Studies have shown that pregnant women who ate a good to excellent diet did not have toxemia, while almost half the pregnant women on poor diets had it. It has also been found that this condition is more prevalent in overweight women, women with pre-existing hypertension and diabetic women. Research now indicates that salt restriction may not be as important in treating toxemia as formerly supposed. Toxemia is more common among poor women which might explain the relationship to poor diets.

5. Morning sickness

    a. Concern: Morning sickness occurs in many women during the first three months of pregnancy, probably due to hormone changes in the body. The cause is really unknown.

    b. Solution: Eating a cracker or dry toast before getting out of bed may help settle the stomach; small frequent meals may help. Avoiding food is not the answer because it is theorized that a contributing factor might be that the carbohydrate (glycogen) stored in the liver has been used up during the night, leaving the mother with a shortage of carbohydrates for energy. Fatty or fried foods, pastries, rich desserts and highly seasoned foods should be avoided.

6. Pernicious vomiting

    a. Concern: Pernicious vomiting - the type that is severe and persistant; can lead to severe nutritional disturbances.

    b. Solution: Medical attention is very important. A high carbohydrate - low fat diet every two hours is recommended. Foods easily digested should be eaten. Additional liquids are usually needed. The diet should be under competent medical supervision.

7. Edema

    a. Concern: Edema is the accumulation of fluids in body tissues resulting in swelling.

    b. Solution: Most pregnant women experience some edema in the hands, and ankles. Minor edema can be helped by frequent rests with the feet elevated. Sodium restriction and diuretics should not be undertaken without a physician's orders.

8. Craving

    a. Concern: Cravings do not mean the woman "needs" a particular food and may be a problem if they cause a woman to consume too many high calorie foods or to eat a limited diet. If the things craved are foods such as clay, dirt, laundry starch (this craving is called pica) the practice may interfere with the absorption of some nutrients in food.

    b. Solution: Eat a varied diet following nutritional guidelines and don't be concerned about food cravings unless too many high calorie foods are eaten and excessive weight is gained. The woman should consult her doctor or dietician.

9. Constipation

    a. Concern: Constipation may result especially during the latter part of pregnancy when the enlarged uterus presses against the intestines.

    b. Solution: This may be relieved by eating a high-fiber diet with whole grain products and drinking prune juice (a natural laxative). Plenty of fluids, exercise, and rest also will help. No commercial laxatives should be used without a physician's advice.

E. Reasons for special concern with teenage pregnancy

1. Females under age 17 are still growing and need more nutrients than the pregnant adult. According to New York Times, 1981, 4 out of 10 girls now age 14 will become pregnant at least once during the teen years.

2. Teenagers are more likely to have poor nutritional habits.

    (NOTE: Pregnant adolescents' diets do not differ that much from the nonpregnant teens' diets. Studies do show that many pregnant adolescents do not receive enough calories and nutrients, specifically iron, calcium, and Vitamin A.)

3. Teenagers (because of their stage of development) are more likely to have medical problems such as anemia and toxemia, premature babies, difficult deliveries or low-birthweight babies.

4. Teenagers are more likely to experience emotional stress which adversely affects their nutritional state and the child, causing the mother to fail to absorb and retain nutrients.

    (NOTE: In 1967, one out of four of the babies born to girls under 19 years of age was illegitimate. These figures do not show the psychological, economical and social impact on the girl who is left to bear the child outside of marriage. Unplanned pregnancy might be assumed to be more disturbing emotionally than in a planned situation. In an Iowa study, it was found that those who were emotionally stable and who ate a well-balanced diet could absorb and retain more nutrients than were needed by the fetus while emotionally disturbed expectant mothers showed poor retention of nutrients.)

III. Nutrition for Infants

A. Reasons for special emphasis on nutrition during infancy

1. The first year of life is a time of extremely rapid growth.

   (NOTE: By five to six months, an infant's weight has usually doubled and by the end of the first year, weight may have tripled with adequate nutrition. Length also increases.)

2. Nutrient needs are high because the child is increasing all tissues so extensively.

3. During the first year, the babies progress through a series of steps from very simple to more complex foods while their chewing and digestive capabilities develop.

B. Reasons for providing nutrition by breast-feeding infants

1. Easy to digest

2. Prewarmed to body temperature

3. Saves time and in some ways may save money and equipment

4. Already prepared and ready-to-feed

5. Very healthy - balance of nutrients

6. It builds immunity to infection; mainly from colostrum, a clear, yellow fluid which precedes the milk.

7. Sanitary

8. Provides bonding between mother and child

9. Provides satisfaction for mother and child

10. Helps mother regain prepregnancy shape

    (NOTE: The body responds to the sucking baby by releasing a hormone which causes the uterus to contract.)

11. Fewer problems with constipation

12. No allergies to breast milk

13. Less thumbsucking

C. Reasons for providing nutrition by bottle feeding the baby

1. Allows mothers working away from home to have someone else feed the baby

2. Allows others who cannot produce an adequate supply of milk to feed the baby

3. Eliminates strain and frustration for mothers who do not wish to breast-feed

4. Provides psychological satisfaction when baby is cuddled while drinking from bottle

5. Properly prepared formula supplies all the necessary nutrients for the baby.

6. The father and other family members can help feed the baby.

7. Sanitary when correctly prepared

   (NOTE: Both evaporated milk formulas and commercially prepared formulas must be prepared under sterile conditions. Check current advice from pediatricians. Some of the formulas (commercial ones) do not need to be sterilized.)

8. Formulas are convenient (but expensive).

D. Guidelines for feeding liquids to a baby

1. Fresh cow's milk should not be substituted for either mother's milk or formula, until the baby is four to six months old, because cow's milk can cause problems for a very young infant's digestive tract. Evaporated milk is safe.

2. Skim milk should not be given to a baby because the milk's fat content is too low for proper growth.

3. Giving a bottle to a baby at bedtime is a mistake.

   (NOTE: When carbohydrates from formula, juice or milk come in contact with an infant's teeth for a long time, cavities are likely to form.)

4. Try to keep the environment calm and quiet.

5. Be sure you and the baby are clean - hands, face, clothes.

6. Cradle the baby securely supporting head and back.

7. See that the baby's lips surround the nipple.

8. Do not force the baby to continue eating once he/she has stopped.

9. Let the baby rest when he/she has finished eating.

10. Burp the baby halfway through the feeding and at the end to release air trapped in the stomach.

    (NOTE: To burp, simply lay the baby across your lap or against your shoulder and gently pat his/her back.)

11. Throw away any extra formula left in the bottle after feeding.

E. Techniques in feeding a baby solid foods so that the baby eats properly

1. Be sure baby is ready to eat solid foods.

    (NOTE: Follow your doctor's recommendations on this, but usually not before three or four months of age.)

2. Usually infant cereals diluted with milk are the first solids given to an infant.

3. To reduce the possibility of contamination when using baby food from a jar, remove a small amount for the feeding and refrigerate the rest of the jar.

4. Place a very small amount of food on a little baby spoon.

    (NOTE: Be aware the baby will probably spit it out at first, but try again. This is more likely to occur if the baby is less than three months old.)

5. Serve food warm or at room temperature.

6. Avoid laughter or comments if he/she does anything that is "cute" but would be harmful for him/her to develop as a habit.

7. Introduce solid foods one at a time.

8. Introduce a variety of different foods at an early age - about one or two new foods each week. (However, if you give too many foods at once and the baby has an allergic response, you wouldn't know what caused it.)

9. Introduce a new food at the first part of the meal when the baby is hungry.

    (NOTE: If the infant rejects the food, try it again later.)

10. Praise the baby immediately for any success and take quick, firm and relaxed action to stop unacceptable behavior.

    (NOTE: Don't expect a young baby to be a very tidy eater.)

11. Never express by words or facial expression a dislike for a food the baby is eating.

12. Do not overfeed.

    (NOTE: Research shows that once fat cells develop, they never disappear so a chubby baby will often have weight problems.)

F. Choosing commercial solid foods for baby (JS-1)

1. Prepared for two age groups, strained and junior foods

   (NOTE: "Junior-type" foods can be made from foods the rest of the family eats so purchasing these products is often unnecessary.)

2. Nutritious

3. Convenient

4. Sold in sanitary containers

5. Read labels carefully.

   (NOTE: Those with salt and sugar added are not recommended for babies. Many manufacturers have eliminated or reduced these substances.)

G. Preparing solid foods for baby at home (HO-1)

1. Use clean equipment (blender or grinder).

2. Prepare foods without adding seasonings, fat, thickenings, sugar or other ingredients. Milk or formula can be used to thin some products.

   (NOTE: It's time and money saving to puree the same foods the family eats following the above suggestions.)

3. Cook food in a small amount of liquid in a covered pan to retain nutrients.

4. Save the liquid from cooking for thinning baby food.

5. Do not overcook.

6. Prepare a large amount; portions can be frozen in covered ice cube trays for future use.

IV. Nutrition for Children (AS-5, JS-2)

A. Reasons for special emphasis on nutrition at this time

1. Food patterns established early will be carried throughout life.

2. Food requirements change during this period as growth rate slows and appetite levels off.

   (NOTE: Throughout childhood, appetites vary from day to day and hour to hour; activity level and growth rate influence appetite. In most cases appetite is a fairly accurate measure of the body's need for food.)

3. As they become older, children begin making their own food choices.

4. Bones are hardening and lengthening.

   (NOTE: Calcium and other minerals coming mainly from milk are needed and should be part of every meal.)

B. Guidelines for feeding children (HO-2)

1. Children need a regular mealtime schedule. It is usually best to arrange it so that family members can eat together.

   (NOTE: However, some children may eat better if they eat when they feel hungry, rather than at the convenience of the rest of the family.)

2. Children should eat about the same time every day.

   (NOTE: They often get irritable when they are hungry. Also, fatigue and crankiness do not promote a good appetite.)

3. Children usually need nutritious snacks during the day.

   (NOTE: Children's energy levels are high but stomachs are small so they need to eat more often. Definitely avoid empty-calorie snacks. See HO-2 for ideas.)

4. Follow the nutritional guidelines for children's servings. (See Tables 3, 4, 5, and 6 on the following page.)

5. Plan a quiet time before and after a meal.

   (NOTE: Children excited from play cannot settle down to eat and excitement does not promote proper digestion.)

6. Make mealtime a special occasion.

   (NOTE: Turn off the T.V., have all family members present and use time for conversation between family members.)

7. Allow plenty of time since children usually eat more slowly and may not eat properly if they are rushed.

8. Set a good example; conceal your own food dislikes.

TABLE 3: Servings for toddlers and preschoolers.

Food Group	Servings Per Day	Child-Size Servings Toddler Age 2 to 3	 Preschooler Age 3 to 6
Milk and Cheese	3 or more	180 mL (6 ounces) milk 180 mL (3/4 cup) yogurt 28 g (1 ounce) cheese	180 mL (6 ounces) milk 180 mL (3/4 cup) yogurt 28 g (1 ounce) cheese
Meat, Poultry, Fish and Beans	2 or more	28 g (1 ounce) lean meat 1 egg 30 mL (2 tablespoons) peanut butter 60 mL (1/4 cup) dried peas, beans, lentils	28 g (1 ounce) lean meat 1 egg 30 mL (2 tablespoons) peanut butter 60 mL (1/4 cup) dried peas, beans, lentils
Vegetables and Fruits	4 or more	1/2 medium apple, tomato, orange 90 to 120 mL (3 to 4 ounces) juice 15 to 30 mL (1 to 2 tablespoons) other	1/2 medium apple, tomato, orange 120 mL (4 ounce) juice 30 to 60 mL (2 to 4 tablespoons) others
Bread and Cereal	3 to 4 or more	30 mL (2 tablespoons) cooked 80 mL (1/3 cup) ready-to-eat 1/2 slice	60 mL (4 tablespoons) cooked 120 mL (1/2 cup) ready-to-eat 1 slice

TABLE 4: Traditional breakfast pattern for 6 to 12 year olds.

250 mL (1 cup) milk
125 mL (1/2 cup) fruit juice or fruit
200 mL (3/4 cup) whole grain or enriched cereal
1 slice whole grain or enriched bread

TABLE 5: Lunch patterns for 9 to 12 year olds.

250 mL (1/2 pint) fluid whole milk
56 g (2 ounces) lean meat, poultry or fish
56 g (2 ounces) cheese
1 egg
125 mL (1/2 cup) cooked dried peas or beans
60 mL (4 tablespoons) peanut butter
Or an equivalent combination of these served in the main dish or in the main dish and one side dish
200 mL (3/4 cup) of two or more vegetables, fruits or both
1 slice whole grain or enriched bread or equivalent
5 mL (1 teaspoon) butter or fortified margarine

(Based upon requirements of the National School Lunch Program.)

TABLE 6: Sample dinner for 9 to 12 year olds.

84 g (3 ounces) meat loaf
200 mL (2/3 cup) scalloped potatoes
125 mL (1/2 cup) green beans
2 slices whole wheat bread with 10 mL (2 tablespoons) butter or fortified margarine
125 mL (1/2 cup) applesauce
2 oatmeal cookies
250 mL (1 cup) milk

9. Make servings small in child size dishes - the child can always have seconds, if necessary.

   (NOTE: The child may feel overwhelmed with a plate heaped with food, especially ones the child doesn't like.)

10. Introduce new foods one at a time along with the other familiar foods.

11. Do not force a child to eat everything since this may put unnecessary emphasis on certain foods and make mealtime atmosphere unpleasant.

12. Do not give dessert any special attention; never use dessert as a reward or denial of dessert as a punishment. Desserts are not necessary after meals.

13. Do not scold, should a child have an accident while eating.

    (NOTE: Take precautions such as unbreakable dishes, child-size glasses, plastic placemats, etc.)

14. Permit reasonable likes and dislikes.

15. When the child refuses to eat, the food should be removed; the child should not be forced to eat but neither should the child be allowed to have any favorite snacks before the next meal.

16. Disguise or change the form of foods the child does not like. Example: If the child doesn't drink milk, put it in custard, puddings, potatoes etc., that he/she likes.

17. Three meals a day should be eaten with about one-third of the daily calories provided for lunch and dinner and one-fourth of the calories for breakfast, snacks adding the rest.

18. Use brightly colored foods.

19. Prepare food in a variety of shapes - strips, sticks, cubes, and circles. Finger foods are ideal.

20. Vary the texture - soft, chewy, smooth, crisp.

21. Plan clever, yet simple, surprises at mealtime.

22. Let children help at mealtime. They may be able to take some part in food preparation or set the table.

C. Common food problems with children

   1. Food jags

      a. Problem: Food jag is when a child will want a food every meal for several days and then will reject it completely.

b. Solution: When the food jag is short-lived and children are eating other foods, this is not a serious problem. Parents and older children can handle it by accepting it. If request is reasonable, they can give the child what is wanted. This is usually a common way for the child to show independence and it is best if it is not made into a major issue or an attention-getting device.

2. Fondness for sweets

   a. Problem: Fondness for sweets can cause problems of tooth decay and overweight, if extensive. It also displaces more nutritious foods from the diet.

   b. Solution: Usually a child's fondness for sweets has been copied from habits of parents. Parents may unintentionally teach children that sweet foods are desirable by using candy and sweet desserts to reward behavior or to celebrate special occasions. Using fruits and juices for such occasions might help eliminate "fondness for sweets". Prevention is probably the best way to avoid this problem. Investigate the possiblity of nonfood kinds of rewards, i.e., trip to movie, zoo, etc.

3. Rejection of vegetables

   a. Problem: Rejection of vegetables

   b. Solution: Usually this habit is copied from parents or older brothers or sisters. Set a good example. Also, prepare vegetables in a way children enjoy such as raw finger foods. Serve a wide variety of fruits and vegetables and don't expect children to like every one.

4. Excessive milk drinking

   a. Problem: Excessive milk drinking

   b. Solution: Milk is high in protein and certain minerals but it is not a perfect food. Iron deficiency anemia can occur in children who substitute milk for iron-rich foods.

V. Nutrition for Teenagers

   A. Reasons for special emphasis on nutrition at this time

      1. Adolescence is a period of rapid growth and high physical activity.

         (NOTE: For girls, this growth spurt begins at about age 10 with the most rapid period of growth between 12 or 13; for boys, this spurt often begins around age 12 with the most rapid period of growth between 14 or 15.)

2. Schedules are busy and irregular.

3. Teenagers are more independent and away from home more.

4. Socializing centered around food becomes an important leisure activity.

5. Nutrient requirements are higher, yet diets of many teenagers, particularly girls, are low in total calories, calcium, iron and Vitamins A and C.

6. Girls need to establish good nutritional habits at least four years prior to pregnancy.

   (NOTE: Studies show it takes a girl who has not been eating properly at least five months to absorb nutrients properly once diet is improved.)

7. Nutrition affects the body in several ways during the teenage years.

   a. Body weight can be maintained at the correct level through proper food choices and exercise; Although height, body frame, and to some extent, body fat, are determined mainly by heredity. (See Unit IV)

   b. Good posture is promoted by good self-image, good nutrition and exercise.

   c. Good nutrition promotes healthy skin.

      (NOTE: Poor food choices do not cause acne nor will eliminating any food, such as greasy food or chocolate, eliminate it. However, Vitamins A and Riboflavin and and other nutrients are needed for healthy skin.)

   d. Foods rich in Vitamin D, calcium and phosphorus help build strong teeth while Vitamin C keeps gums healthy and free from bleeding; foods high in sugar promote tooth decay and should be avoided.

B. Suggestions for improving the teenage diet

1. Try to eat regular meals to provide most of the day's nutrient requirements. Breakfast is very important, but it is the meal most likely to be skipped.

2. Select foods according to a basic food guide. (See Tables 7 and 8 on the following page.)

3. Supplement the diet with nutritious snacks; avoid empty-calorie snacks.

TABLE 7: Food group amounts for the adolescent.

Milk Group	4 or more servings
Meat Group	2 or more servings (2-3 oz. servings)
Bread and Cereal Group	4 or more
Fruit and Vegetable Group	4 or more (including one deep yellow or green leafy and one citrus)

TABLE 8: Sample one-day menus for an adolescent boy.

Breakfast

1 medium orange
125 mL (1/2 cup) wheat flakes with milk
2 poached eggs
3 corn muffins with 30 mL (2 tablespoons) butter or fortified margarine and 30 mL (2 tablespoons) jam
500 mL (2 cups) milk or hot chocolate

Lunch

2 large servings macaroni and cheese
2 sliced tomatoes with 15 mL (1 tablespoon) mayonnaise dressing
2 slices whole wheat bread with 15 mL (1 tablespoon) butter or fortified margarine
1 large baked apple with 15 mL (1 tablespoon) sugar and 50 mL (1/4 cup) cream
2 large chocolate chip cookies
250 mL (1 cup) milk

Dinner

1 large serving roast beef
2 medium oven browned potatoes with gravy
250 mL (1 cup) shredded cabbage with 30 mL (2 tablespoons salad dressing
2 slices rye bread with 15 mL (1 tablespoon) butter or fortified margarine
2 servings rice pudding with raisins
250 mL (1 cup) milk

Snacks

Sandwiches, cookies, fruit milk

VI. Nutrition and Adulthood

A. Adults should follow a basic food guide although nutrition habits have already been established and are difficult to alter.

TABLE 9: Recommended daily diet for an adult.

Milk	500 mL (2 cups) milk
Fruits and Vegetables	4 servings (At least one serving of a fruit or vegetable high in vitamin C every day and a fruit or vegetable high in vitamin A every other day.)
Breads and Cereals	4 servings of whole grain or enriched breads and cereals
Meat	2 servings of meat, fish or poultry
Fat	In moderation, depending upon energy needs
If an adult does not like drinking milk, more milk can be used in cooking.	

B. Since many adults lead sedentary lives with limited physical activity yet follow adolescent eating patterns, they may gain excess weight for the first time in their lives.

C. To maintain normal weight, a healthy adult should eat a varied diet and balance calories consumed with calories burned. (Eat less or become more active.)

D. Many adults need to use advance planning since their schedule may be too busy and varied to have time for adequate eating. Importance of breakfast needs to be re-emphasized.

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VII. Nutrition and Older Adults (AS-6, AS-7, and JS-3)

A. Healthy older adults need the same nutrients as younger adults and should follow the same basic food guide. (See table 10 on the following page.)

B. Calorie level should be much lower than younger adults because of less activity and the fact that metabolic rate continues to decline with age.

(NOTE: Foods higher in sugar should be eaten in small amounts. Those highly concentrated in nutrients are required.)

C. Physical changes may limit foods eaten.

1. Chewing may be difficult so that soft and easy-to-chew foods must be selected unless they can be ground or chopped.

   (NOTE: More than half of all people over age 65 have lost all their teeth.)

2. Digestive problems may cause older people to cut down on foods high in fat and consume more foods higher in milk.

3. Arthritis or other disabling diseases may make food shopping difficult and limit the amount of food preparation.

4. Fixed incomes may make it difficult to purchase foods to provide adequate nutrition.

5. Loneliness and depression may lead to lack of interest in eating.

6. Older adults are more likely to suffer from diabetes, cardiovascular disease and periods of convalescence requiring special foods.

D. Foods which can be prepared easily in small amounts should be planned.

(NOTE: Small appliances and convenience foods, although more expensive, may save electrical energy and physical strength in the long run.)

E. Local and state agencies may provide services for the elderly.

TABLE 10: Sample one-day menu for an older adult.

Breakfast
250 mL (1 cup) orange juice
2 slices french toast with powdered sugar
Coffee

Midday meal
84 g (3 ounces) meat loaf
125 mL (1/2 cup) au gratin potatoes
125 mL (1/2 cup) broccoli
1 square corn bread with 10 mL (2 teaspoons) butter or fortified margarine
125 mL (1/2 cup) butterscotch pudding
tea

Evening Meal
1 average serving salmon salad
125 mL (1/2 cup) tomato-green pepper salad
1 slice whole wheat bread with 10 mL (2 teaspoons) butter or fortified margarine
125 mL (1/2 cup) apricots
250 mL (1 cup) milk

Snack
1 slice toast
250 mL (1 cup) milk

The menu follows Basic Food Guide recommendations as follows:

Milk or Alternate
In french toast, 50 mL (1/4 cup)
As cheese in au gratin, 125 mL (1/2 cup) potatoes
In pudding, 125 mL (1/2 cup)
As beverage, 250 mL (1 cup)

Meat or meal alternate
Meat loaf
Salmon

Vegetable-fruit
Orange juice
Potatoes
Broccoli
Tomato-green pepper salad
Apricots

Bread-Cereal
French toast
Corn bread
1 slice bread
1 slide toast

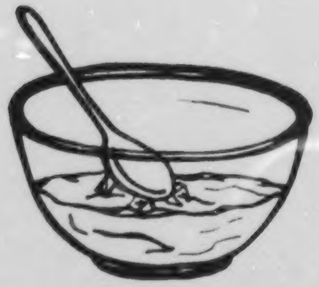
HO-1

Preparing Foods For Your Baby

How To Puree Food for Your Baby

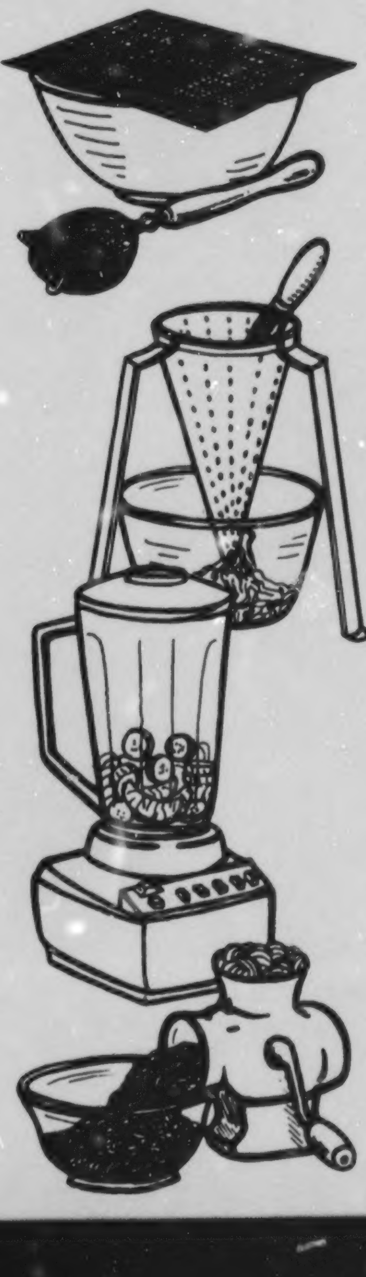
Mashing

Mash soft food with a fork. Make sure there are no lumps, skins or seeds. Ripe bananas or cooked foods without skin or seeds can easily be mashed to feed the baby. Cooked foods such as apple, white or sweet potatoes, and carrots are also easy to mash.



Sieve or Strainer

You may use a clean, fine mesh wire. Push the cooked food through a sieve with a spoon. Repeat the process if the food is still lumpy.



Food Mill

Cut the food into pieces before cooking. Put the cooked food through the food mill. (The skin and seeds will stay in the food mill.)

Blender

Read the directions for your blender. Make sure skins and seeds are removed first. Blend the food so that it is smooth with no lumps.

Food Grinder

When a baby can have ground meat, put cooked meat through a meat grinder. This will not be fine enough for young babies. Coarsely mashed, finely chopped.

Food As Children See It

Being creative with food can be lots of fun and will very likely encourage children to eat nutritious foods. Why not try your hand at some of these foods for a child you know or use your imagination to make creations of your own.

Using your favorite pizza mix, shape pizza as shown below. Add nutritious foods to decorate pizza.

...a Face

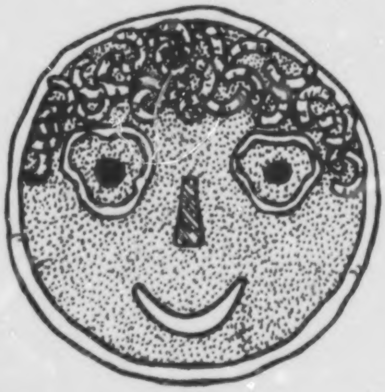
Spread dough out in round pizza pan.

Eyes: Black olive halves, slices of green pepper rings

Nose: Slice of pepperoni

Mouth: Mozzarella cheese in 1/4 moon shape (add after baking)

Hair: Frozen onion ring halves or add grated cheddar cheese after baking



why not make a...

Pizza Boy

Pull off 2 small sections from dough for arms. Shape the rest of the dough into an oblong form. Indent upper section for head. Divide bottom half in two for legs and pull apart slightly. Add arms on either side.

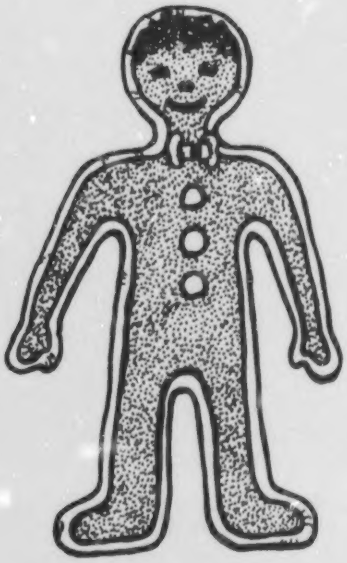
Hair: Parsley

Nose and Eyes: Raisins

Mouth: Lemon peel

Tie: Mushroom slices

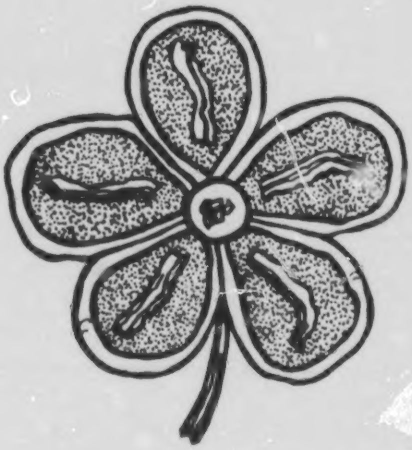
Buttons: Radishes



...maybe a **Flower**

Divide dough into 5 parts. Place on pizza pan in a spoke-like pattern. Spread out the dough to form rounded petals.

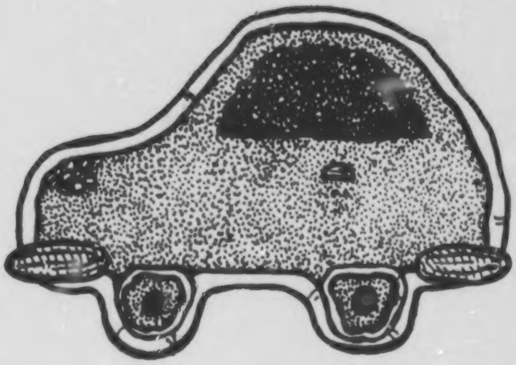
Center: Mozzarella cheese and pimento
Petals: Bacon slices
Stem: Celery



...perhaps a **Car**

Shape dough horizontally into an oblong. Push up a small area of dough to form roof. Round off the headlight section. Shape round tires at the bottom.

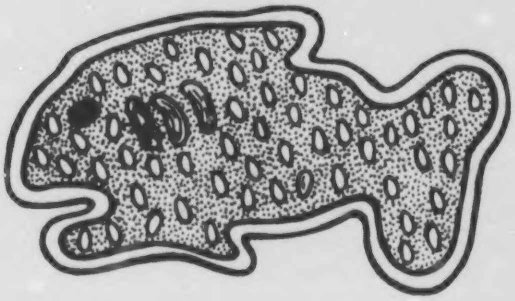
Wheel: Green pepper
Hub cap: Black olive
Bumpers: Dill pickle
Headlight: Chopped egg
Window: Cottage cheese
Door handle: Black olive



...maybe a **Fish**

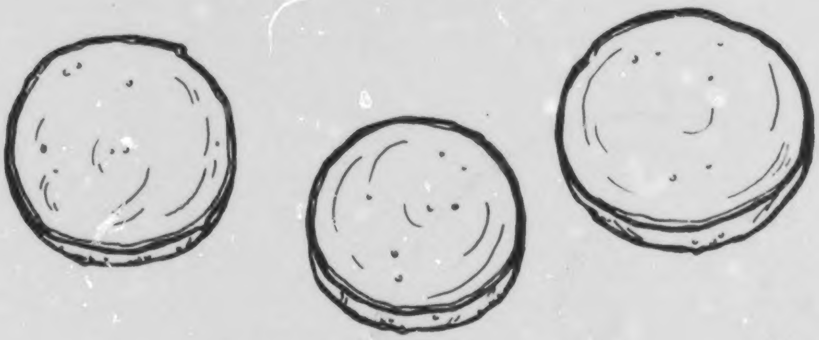
Shape dough into a long oval; narrowing toward one end. Fan dough beyond this point to form tail. Cut out mouth and make fins.

Eyes: Black olive
Gills: Sweet pickle slices
Scales: Sliced almonds



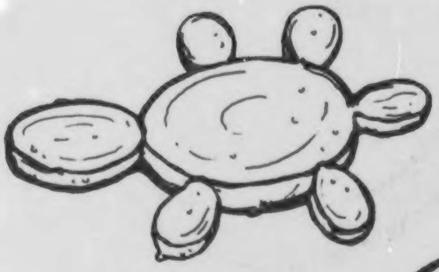
Silver Dollar Pancakes

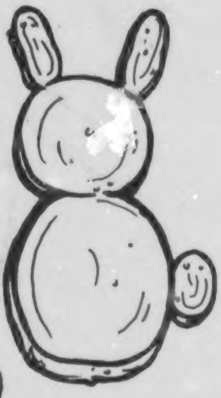
Make pancake batter as usual but pour each pancake on griddle to be no larger than a silver dollar. Each child gets a pile of "silver dollar" or "baby" pancakes.

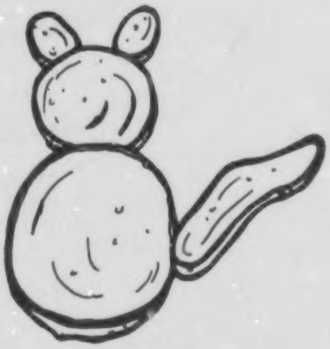


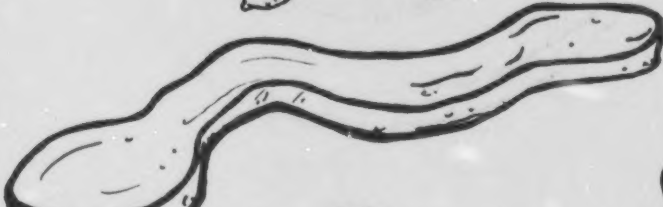
Animal Pancakes

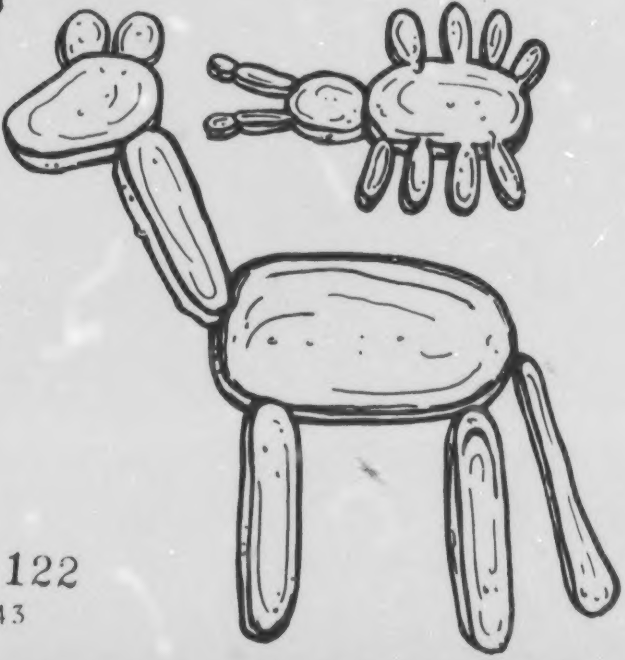
Make pancake batter as usual but pour each pancake on griddle into simple animal shapes.

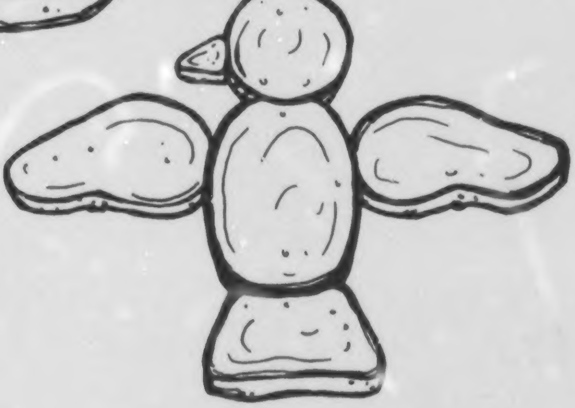








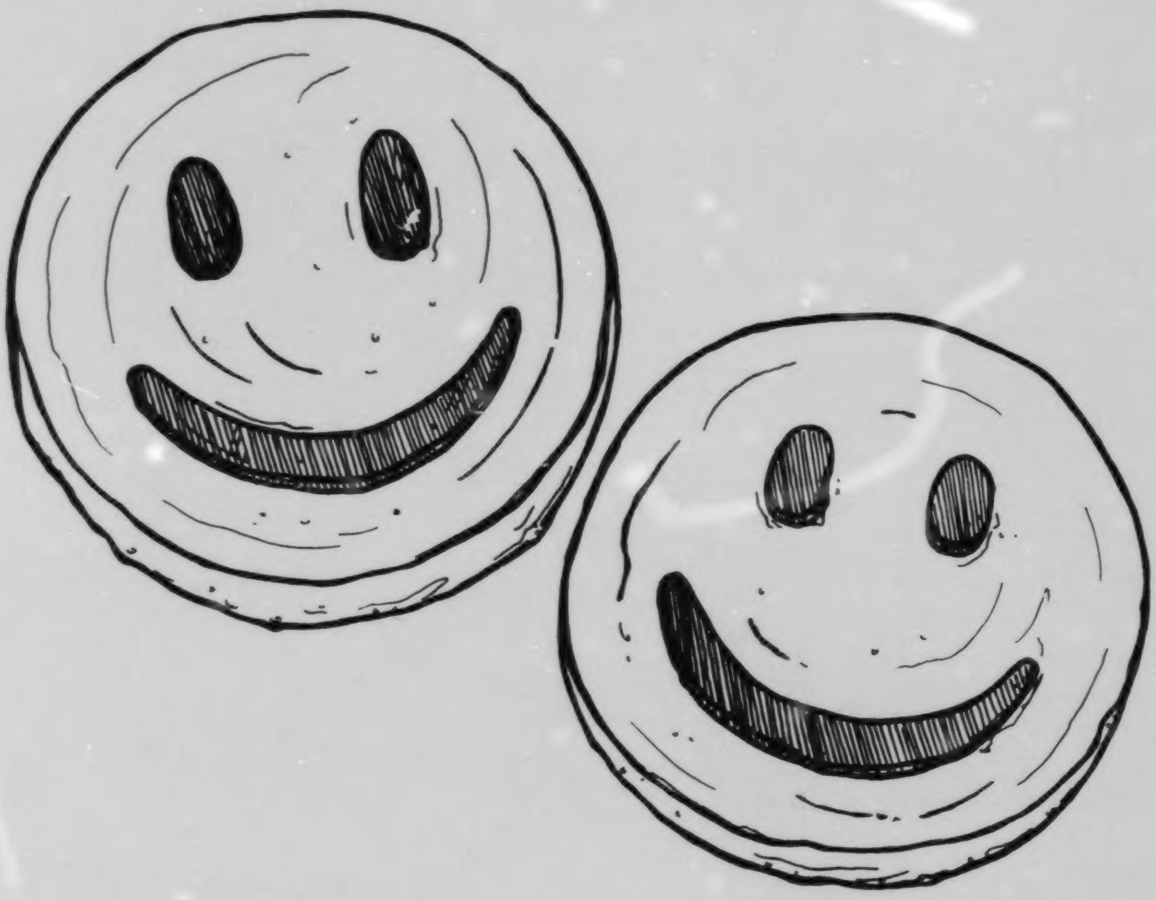




HO-2 cont.

Smile Pancakes

Grease heated griddle if necessary. Prepare pancakes as directed on package except reserve a small portion of batter to be used for eyes and mouth. Stir 1 teaspoon maple-flavored syrup or a few drops of food coloring into reserved batter. Drizzle maple-flavored batter from teaspoon onto griddle to form eyes and mouth. Bake until brown (do not turn). Pour pancake batter over eyes and mouth to form a pancake. Bake until bubbles appear. Turn; bake other side until golden brown.



Pineapple-Filled Breakfast Cookies

Filling:

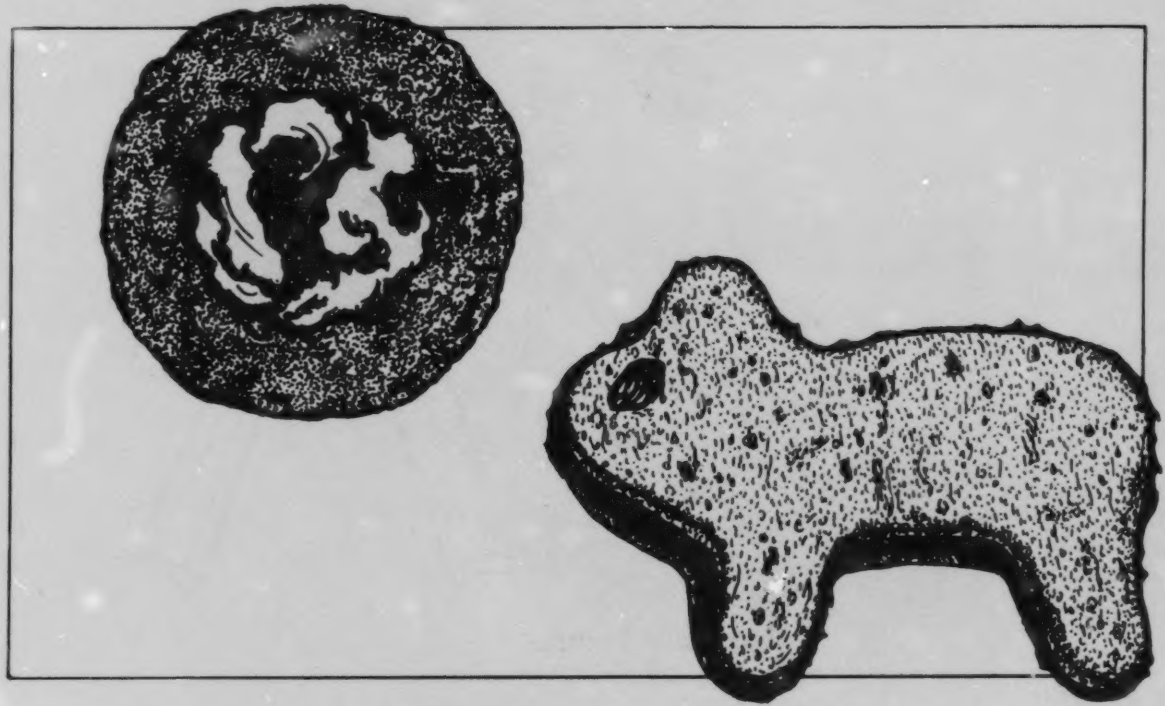
1 (8½ oz.) can crushed pineapple	2 teaspoons cornstarch
2 tablespoons granulated sugar	Dash salt

Cookie dough:

3/4 cup shortening	1 teaspoon salt
3/4 cup brown sugar (packed)	1/2 teaspoon baking powder
1/4 cup peanut butter	1/4 teaspoon cinnamon
2 eggs	2½ cups quick-cooking oats
1 teaspoon vanilla	1/2 cup nonfat dry milk
3/4 cup sifted all-purpose flour	

Filling: Turn undrained pineapple into small saucepan. Blend granulated sugar, cornstarch and salt, and stir into pineapple. Cook, stirring frequently, until mixture boils and thickens. Turn heat on low and simmer about 5 minutes, stirring frequently. Cool thoroughly before using.

Cookie dough: Cream shortenng, peanut butter, brown sugar, eggs and vanilla together. Resift flour with salt, baking powder and cinnamon. Add oats and nonfat dry milk, and stir into creamed mixture, blending well. On greased baking sheets spread about 1/3 cup dough for each cookie to a 4½ inch circle, allowing ample room for cookie to spread in baking. Top each with a tablespoon of cooled pineapple filling. Bake in moderate oven (350° F) about 15 minutes, until browned. Allow to cool a minute, then slide off on to wire racks to cool. Store with waxed paper between cookies. Make 8 cookies, about 5 inches in diameter.



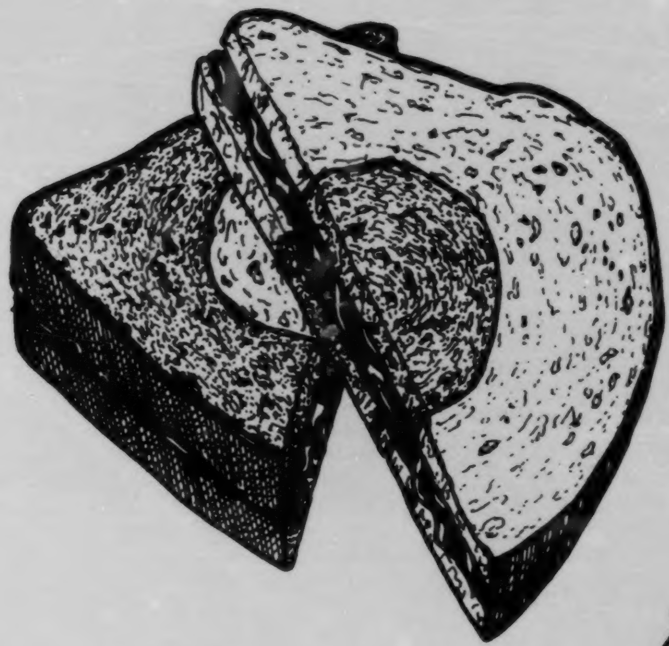
Animal Sandwiches

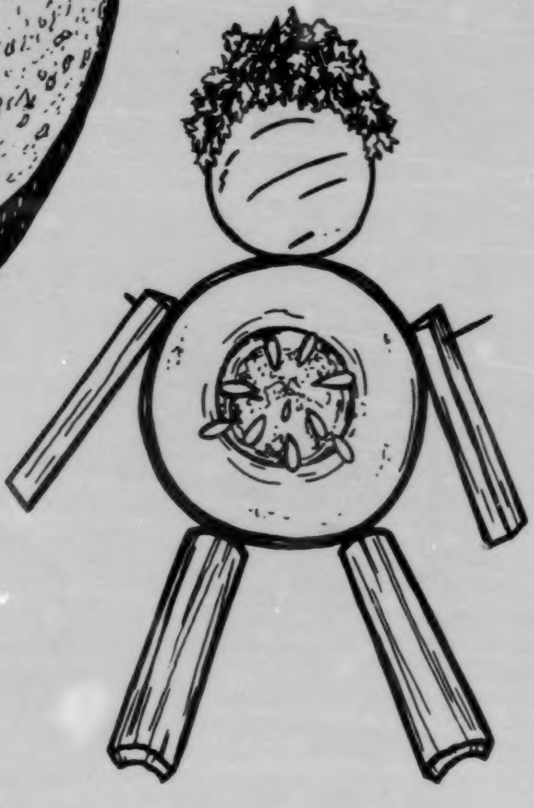
Using animal shaped cookie cutters, cut out pieces of bread (2 per sandwich). [Save scraps of bread for later use as stuffing, bread pudding, etc.] Spread with cheese spread, peanut butter or tuna salad. Use piece of raisin for eye.

HO-2 cont.

"Window" Sandwich

Cut circle or square out of bread slices using white bread and whole wheat or rye bread. Put dark circle in white bread and vice versa. Fill with favorite spread.





Vegetable People

Hair: Parsley
Head: Radish
Arms: Carrot sticks
Body: 1/2" thick cucumber slice
Legs: Celery sticks

Directions: Attach body parts using pieces of toothpicks. Be sure to caution the child to not eat the toothpick.

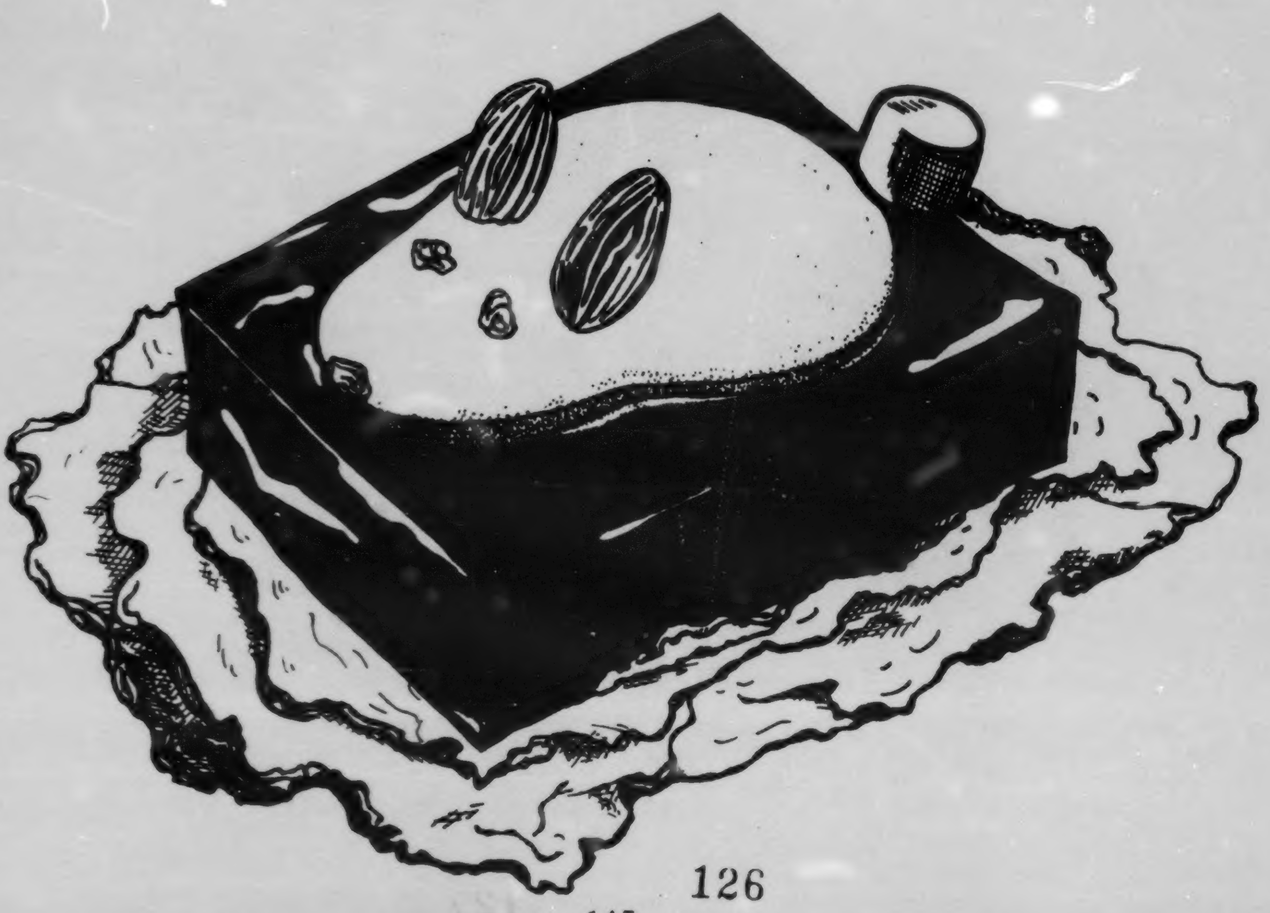
Pear Bunnies

Ingredients	Weights	Measurements
Canned Bartlett pear halves		2 #10 cans
Lime gelatin	1 pound, 2 ounces	
Water	6 pounds	3 quarts
Raisins		1 cup
Pumpkin Seeds or Almonds		As needed
Marshmallows or Mayonnaise		As needed

Method

1. Dissolve lime gelatin in water.
2. Lay pears 6 x 8 on sheet pans 18 x 28 x 1" flat side down.
3. Pour gelatin around and chill.
4. When partly set, use raisins for eyes and mouth; pumpkin seeds or almonds for ears; and marshmallows or a dab of mayonnaise for the tail.
5. When set, cut in squares.
6. Serve as a dessert or salad. If served as salad, place on a bed of shredded lettuce, garnish with parsley bits or celery stick.

Portion: One serving of 1/2 pear provides 1/4 cup of fruit.



HO-2 cont.

P-Nutty Cocoa

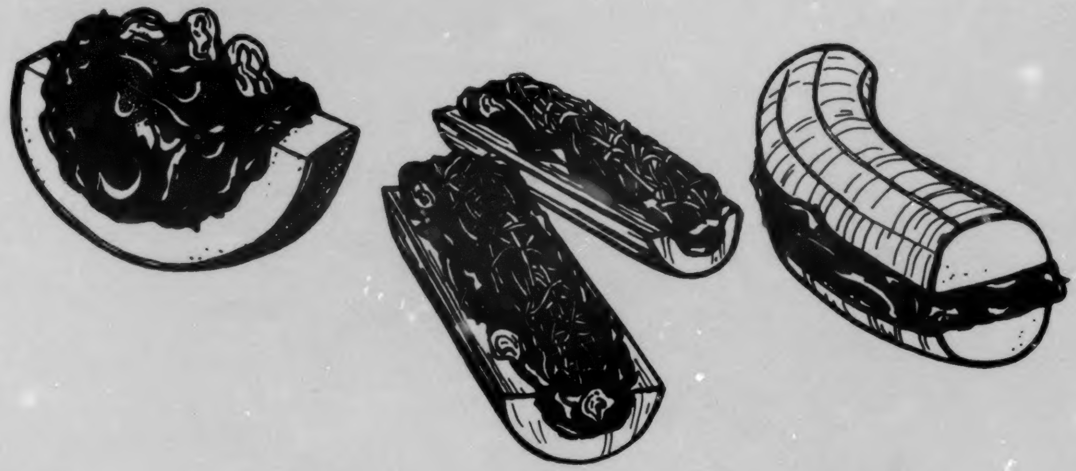
1/2 cup chocolate-flavored syrup
1/4 cup creamy peanut butter
4 cups milk
Marshmallows

In saucepan, combine chocolate syrup and peanut butter. Add the milk, a little at a time, stirring till well blended. Heat almost to boiling; stirring constantly. Pour into mugs or cups and top with marshmallows. Makes 6 servings.

Apples and Peanut Butter

Apples
Creamy peanut butter
Raisins

Core apples and cut into 8 wedges. Spread each wedge with peanut butter and sprinkle with raisins.



Bananas and Peanut Butter

Bananas
Creamy or crunchy peanut butter

Peel bananas; cut in half crosswise, then again lengthwise. Spread cut sections with peanut butter. Put banana halves back together.

Celery and Peanut Butter

Celery
Creamy or crunchy peanut butter
Raisins
Shredded carrot

Cut celery stalks into 3-inch pieces. Mix peanut butter and raisins; spread in celery sticks. Top with carrot.

Triple Fruit Pops

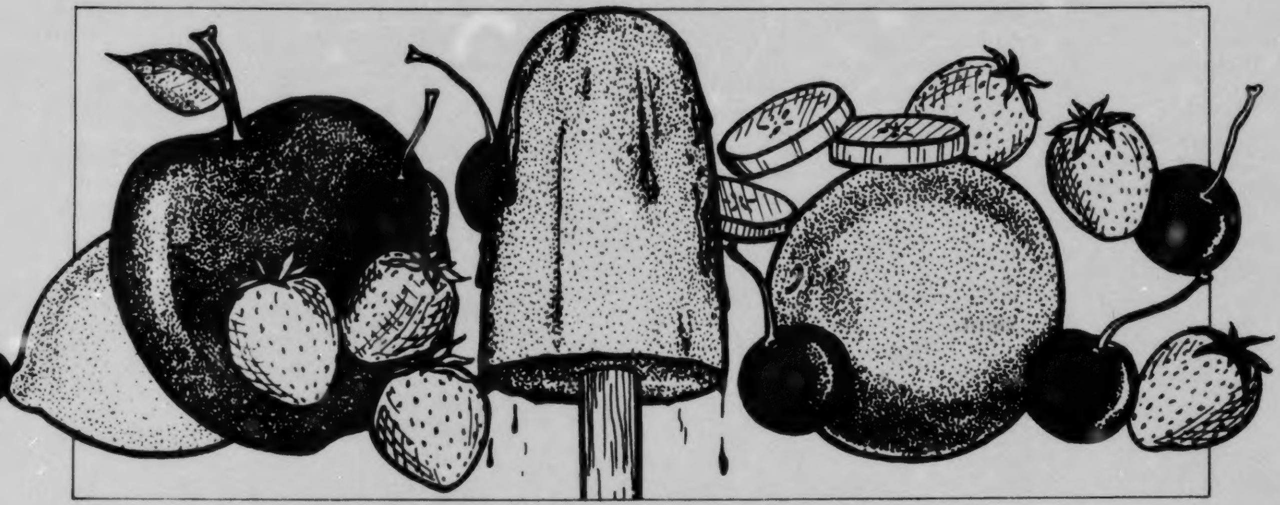
Kids can prepare these with adult supervision

1 cup strawberries, fresh or loose pack frozen, thawed	1/4 cup sugar sweetened cherry-flavored soft drink mix
3/4 cup cranberry juice cocktail	

Mash strawberries and place in a container with cranberry juice cocktail and soft drink mix. Seal and shake until soft drink mix is completely dissolved. Divide among 6 molds or ice cube trays. Place sticks in position and freeze till solid. Makes 6.

Variation I: Prepare Triple Fruit Pops as above, substituting 2 small bananas, mashed, 1/4 cup sugar sweetened orange-flavored soft drink mix, and 3/4 cup apple juice for the ingredients listed.

Variation II: Prepare Triple Fruit Pops as above, substituting 1/2 cup applesauce, 1/4 cup sugar-sweetened lemonade-flavored soft drink mix, and 1 cup orange juice for the ingredients listed.



Giant Peanut Butter-Apple Cookies

A nutritious lunch box extra or after-school snack

2 cups packed brown sugar	1 cup all-purpose flour
3/4 cup chunk-style peanut butter	1 cup whole wheat flour
1/4 cup butter or margarine, softened	2 teaspoons baking soda
2 eggs	3/4 teaspoon salt
1 teaspoon vanilla	1 cup quick-cooking rolled oats
1 cup diced peeled apple	

In **large mixing bowl,** cream brown sugar, peanut butter, and butter or margarine. Beat in eggs and vanilla. Mix flours, soda, and salt; stir into creamed mixture. Stir in the oats and apple. For each cookie, spoon about 3 tablespoons dough onto greased cookie sheet; pat with fingers to flatten slightly. Bake in 350° oven for 12 to 14 minutes. Cool 1 minute; remove from cookie sheet to wire rack. Cool. Makes 24.

Fruit With Yogurt

1 can (30 ounces) fruit cocktail, drained	2 tablespoons honey
1/2 cup unflavored yogurt	2 teaspoons lemon juice

Spoon fruit into individual serving dishes. Blend yogurt, honey and lemon juice; pour over fruit. 4 or 5 servings.

Stir-Ins for Milk

For each serving, add one of the following to a glass. Fill with milk and stir thoroughly. Serve immediately.

Creamy Caramel: 1 tablespoon caramel syrup.

Honeysuckle Nectar: 1½ teaspoons honey and 1½ teaspoons orange juice.

Monkey Juice: 1/4 banana, mashed.

Carmel
Syrup
Honey

Breakfast Bars

1/2 cup butter or margarine	1/2 cup nonfat dry milk
32 large marshmallows or 3 cups miniature marshmallows	1/4 cup orange-flavored instant breakfast drink
1/2 cup peanut butter	1 cup raisins
4 cups Cheerios cereal	

Butter square pan, 9 x 9 x 2 inches. In large saucepan, melt butter and marshmallows over low heat, stirring constantly. Stir in peanut butter until melted. Stir in milk and breakfast drink. Fold in raisins and cereal, stirring until evenly coated. With buttered hands, pat evenly in pan. Cool thoroughly. Cut into bars, about 1½ x 1 inch. Makes 2 dozen.

Banana-Peanut Butter Shakes

1 banana
1 cup cold milk
1/4 cup creamy peanut butter
1 cup vanilla ice cream

Place milk, peanut butter and cut up banana in blender container. Cover and blend till smooth. Add ice cream; blend till smooth. Makes 2 servings.

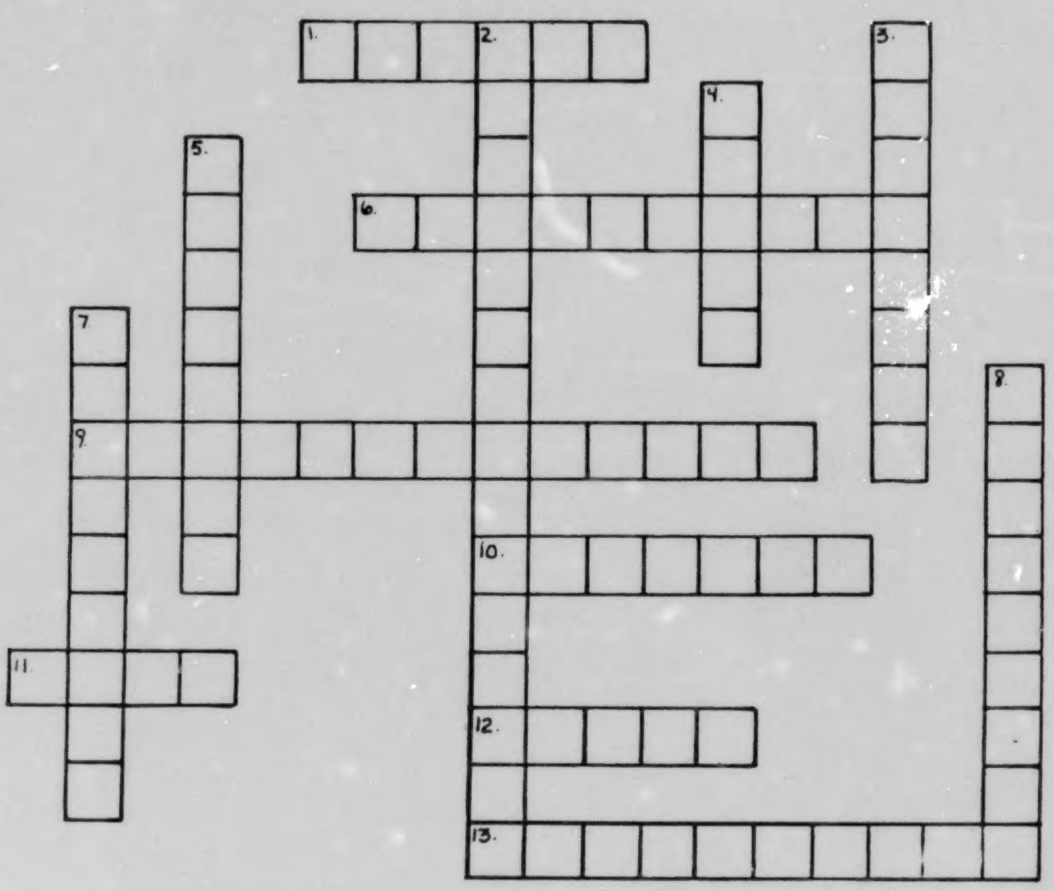
What ideas can you think of that children will like?

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

NAME ______________________________ SCORE ______________

ASSIGNMENT SHEET #1: THE LIFE CYCLE NUTRITION PUZZLE

Directions: This crossword puzzle was developed to help you become familiar with terms associated with life cycle nutrition. Read the numbered statements on the following page and decide what term each statement defines. Place the term in the appropriate boxes in the puzzle. Do not use your Information Sheets.



Across

1. A blood disease usually caused by iron deficiency
6. Union of male and female reproductive cells
9. Period of recovery from illness
10. Strong desire for something
11. Desire to eat unusual things
12. Accumulation of fluids in the body tissues
13. Inactive

Down

2. Nausea or vomiting sometimes occuring in pregnant women
3. Before birth
4. Baby before birth
5. Organ which nourishes baby before birth
7. Production of milk
8. Condition of having unborn young within the body

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

NAME ____ SCORE __________

ASSIGNMENT SHEET #2: SCRAMBLED NUTRIENTS

Directions: Unscramble the letters below to form those nutrients which are especially important during pregnancy and lactation.

1. MLUIACC _ _ _ _ _ _ _
2. IIOEDN _ _ _ _ _ _
3. NRIO _ _ _ _
4. TPNOEIR _ _ _ _ _ _ _
5. ANMVATII _ _ _ _ _ _ _   _
6. TANIMICV _ _ _ _ _ _ _   _
7. SEIOCLAR _ _ _ _ _ _ _ _
8. CDFICOLAI _ _ _ _ _   _ _ _ _
9. AITVIKMN _ _ _ _ _ _ _   _

Using each of the above words, write an appropriate sentence relating to nutritional needs and the life cycle.

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

NAME ______________________________ SCORE __________

ASSIGNMENT SHEET #3: PLAN A DIET FOR PREGNANCY AND LACTATION

Directions: Plan a day's diet for each of the following individuals meeting the nutritional requirements for each as well as following appropriate planning principles. Specify the amount of each food the person is getting at each meal or snack. (Example: 1 8-oz. glass milk, 2 pieces toast, 1/2 cup peas, etc.) Include any snacks and water consumed.

I. Pregnant Woman

Breakfast	Lunch	Dinner

**Using information in Section II. C., what additions to this diet would need to be made for a pregnant teenager? ____________________

____

II. Lactating Woman

Breakfast	Lunch	Dinner

A. What are major differences in the two lists?

B. How are these diets different from those diets for nonlactating women?

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

NAME: ____ SCORE ________

ASSIGNMENT SHEET #4: PREGNANCY CONCERNS AND NUTRITION

Directions: Individually or in groups of two or three, read the situations below and write solutions to the problems in the space provided based on information provided in class. DO NOT use your Information Sheets.

1. Suzanne is pregnant for the first time. Although she and her husband are thrilled at the prospect of having a baby, she is a little concerned. She has always been complimented on her slim, well-proportioned figure and is afraid that with the coming baby, she will lose her beautiful proportions and will never regain them. She is also afraid she will gain too much weight and has decided not to gain any more than 18 pounds. What can you tell Suzanne to relieve her worries about weight gain and about regaining her figure after pregnancy? How much weight should she gain?

2. Mary has just discovered she is pregnant and lately has been waking up sick to her stomach. Is this normal? Should she be concerned? What should she do?

3. Jim's wife is pregnant. Lately, she has been craving large amounts of ice cream, banana splits, etc., even at odd hours of the night or early morning. She wants Jim to either take her out to get food or bring food to her. Jim has always heard that pregnant women crave things but he's wondering if she really needs these foods, if eating too much of them could be a problem and, in short, if she really needs to go out for ice cream at 2:00 a.m. What would you tell Jim?

4. So far Brenda Robberts has had a very easy pregnancy. But now in the 8th month, she has had problems with constipation and is considering taking a laxative. What would you suggest?

5. Karen wonders what she can do for the heartburn she is experiencing. She never had problems with it until she got pregnant. Any suggestions? If so, what are they?

6. Although Cindy does not drink heavily, she does have one or two drinks on social occasions. She and her husband are planning to go to a night club on the night of their third anniversary. She is two months pregnant, Cindy is wondering if having a few drinks to celebrate would be harmful to her baby? What information would you give Cindy?

7. A friend of Jo's developed toxemia during her pregnancy which presented serious problems. Jo and her husband are planning to start a family soon and Jo wants to know if there is a possibility that she might develop toxemia during her pregnancy. What can you tell her about this?

8. Deborah thought she just had morning sickness but the vomiting has gotten severe and has continued after the third month of her pregnancy. What condition does she probably have and what should be done?

9. Joe's wife is in her seventh month of pregnancy and lately has complained of swollen ankles and sometimes swelling in her hands. Joe is a little concerned and wonders if this is normal and what is causing it. What can you tell Joe?

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

NAME ______________________________________ SCORE __________

ASSIGNMENT SHEET #5: CHILDREN AND FOOD PROBLEMS

Directions: Working individually or in groups of two or three, read the situations below, and write your solution to the problems based on information presented in class. DO NOT use your Information Sheets.

1. Mrs. Carter is concerned because her five year old son, Tommy, wants nothing but chocolate ice cream this week. Last week he seemed to only want peanut butter sandwiches - no matter what she served at mealtime. Should she be concerned? What should she do?

2. Justin and Jessica Cliburn, four-year-old children of Susan and Jim Cliburn, LOVE candy. They raid the candy bowl each time they go to Grandma's, beg for candy when grocery shopping, and drink sodas and kool-aid most of the day at home. Should Mr. and Mrs. Cliburn be concerned or is this a normal phase children go through? What, if anything, should be done?

3. Little Johnny Cooper is a good eater at mealtime but eats nothing but meat, bread and potatoes. He does drink milk and eat peanut butter but his mother is concerned that he is not getting enough vegetables. Is she right? If so, what can be done to get Johnny to eat vegetables?

4. Kathy babysits during the summer for two children, Tony and Sam. One of her duties is to serve them breakfast and lunch but they hardly eat anything on their plate. Their mother always asks if they ate all their meals when she gets home and is very disappointed that they eat so poorly. What suggestions do you have for Kathy?

5. Carla is three years old and the baby of the family. Her two brothers are 8 and 10. Carla's mother wants to encourage Carla to "get off to a good start" by eating a variety of foods since the two older children are very "picky" eaters but baby Carla won't eat anything that the two boys will not eat. What should Carla's mother do?

6. Because John and Mary Carpenter both commute to work, dinner is usually not served until 7 or 8 p.m. By this time the children are too tired to eat and almost ready for bed. What suggestions do you have?

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

NAME ______________________________ SCORE ______

ASSIGNMENT SHEET #6: SHOPPING FOR A TWO-WEEK TRIP

Directions: Imagine you are going on a trip and you will not have access to a supermarket while on your trip; you have $15.00 to spend for provisions; and you are a/an (select one of the following by drawing a slip of paper from teacher.) infant, pregnant woman, lactating mother, child, teenager, adult, older adult. Using a large newspaper ad section, shop for items you feel would best fit your particular needs for two weeks. Clip these items and place in the chart below as you complete the chart. Discuss and defend your choices with the rest of the class when finished and answer questions listed below.

FOOD ITEM	AMOUNT	COST	REASONS WHY CHOSEN (Remember your stage in the life cycle)

a. On what items did the class agree with you?

b. On what items did they disagree? Did you change your opinion?

c. Did priorities differ depending on the stage in the life cycle that was selected? If so, what were major differences?

NUTRITIONAL NEEDS AND THE LIFE CYCLE
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NAME ______________________________ SCORE __________

ASSIGNMENT SHEET #7: PLANNING MEALS BY NUTRITIONAL NEEDS OF THE LIFE CYCLE

Directions: Read the information below and answer the questions that follow.

1. You and your family are eating out in a new cafeteria which opened in your town. Your family wants to make sure they each get the proper nutrients for the day without over eating.

2. What foods should each person choose that are being served on the cafeteria line? These food selections must be made by considering:

   a. What foods have been eaten already?

   b. What foods need to be eaten at this meal to insure total daily intake of requirements of the basic food groups?

3. Each person in your group has had one serving of each of the following foods to eat:

   Breakfast: orange juice, toast, milk

   Lunch: hot dog with bun, potato chips, soda pop

4. The following foods are available on the cafeteria line:

SALADS

Chef salad
Orange gelatin, fruit, and vegetable salad
Bean salad
Strawberry-banana salad
Fresh fruit salad
Cucumber vegetable salad
Marinated vegetable salad
Pea salad
Mushroom salad
Cottage cheese
Carrot and celery sticks

MEATS

Baked fish
Fried shrimp
Roast beef and natural gravy
Chicken fried steak and white gravy
Fried chicken
Salisbury steak
Pork chops, fried

HOT VEGETABLES

Mashed potatoes
Candied sweet potatoes
Fried okra
Corn

BREAD PRODUCTS

Hot rolls
Corn bread
White bread
Blueberry muffins

AS-7 (cont.)

Green beans
Spinach
Beets
Asparagus
Broccoli

BEVERAGES

Water
Whole milk
Tea
Coffee
Carbonated beverages
Hot chocolate

MISC.

Sugar
Butter
Artificial sweetner

Garlic bread
Rye bread
Crackers

DESSERTS

Bread pudding
Custard pudding
Strawberry shortcake with whipped cream
Devil's food cake
Pecan pie a la mode
Peach pie
Apple pie
Chocolate meringue pie
Banana pie
Pumpkin pie with whipped cream
Custard pie
Apple cobbler
Apple dumplings

In the spaces provided below, write food selections for each of the following people.

1. Larry, your brother, is a 16 year-old junior in high school. It is football season and he is a starting player on the football team.

   Foods Selected:

   Reasons for Selection:

2. Kathy, your sister, is 23 and in her 6th month of pregnancy.

   Foods Selected:

   Reasons for Selection:

3. Jennifer, Kathy's 11 month old daughter, who no longer drinks from a bottle.

Foods Selected: ________________________________

Reasons for Selection: ________________________________

4. Charles, your grandfather, is 70 years old and fairly active. He has characteristics of his age group. He fails to get enough nutrients. He also has problem teeth, and poor digestion and appetite. He needs to avoid many high-calorie foods.

Foods Selected: ________________________________

Reasons for Selection: ________________________________

5. Michelle, your five year old sister is very active. She is not a big eater. She enjoys finger foods and does not like milk.

Foods Selected: ________________________________

Reasons for Selection: ________________________________

6. George, your father, is 45 years old. He is having a little trouble adjusting to a new "desk" job, and is gaining weight due to lack of exercise.

Foods Selected: ________________________________

Reasons for Selection: ______________________________

____

____

7. Yourself.

Foods Selected: ______________________________

____

____

Reasons For Selection: ______________________________

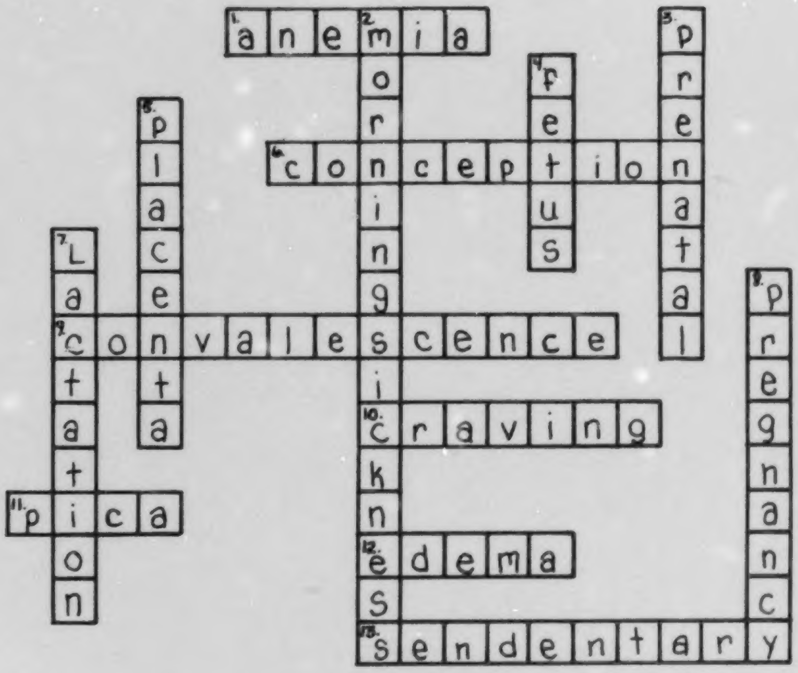
____

____

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

ANSWER KEY

ASSIGNMENT SHEET #1:


1 anemia
2 morning sickness
3 prenatal
4 fetus
5 placenta
6 conception
7 Lactation
8 pregnancy
9 convalescence
10 craving
11 pica
12 edema
13 sendentary

ASSIGNMENT SHEET #2:

1. Calcium	4. Protein	7. Calories
2. Iodine	5. Vitamin A	8. Folic Acid
3. Iron	6. Vitamin C	9. Vitamin K

ASSIGNMENT SHEET #3:

Assignment sheet should be completed to the satisfaction of the instructor. Meals should meet good meal planning principles and the day should include:

I. Pregnant woman
   3 or more servings meat
   4 or more servings milk and cheese
   4 or more servings fruits and vegetables
   4 or more servings breads and cereals
   6 to 8 cups water

II. Lactating woman
   2 or more servings meat
   4 or more servings milk and cheese
   4 or more servings fruits and vegetables
   4 or more servings breads and cereals
   6 to 8 cups water

No highly seasoned foods, alcohol, etc.

A. Less meat for lactating woman than pregnant woman. Diet for lactating woman may need to be more bland.

B. More milk, meat for pregnant woman, more bland diet for lactating woman and higher caloric diet than usual.

ASSIGNMENT SHEET #4:

1. Tell her that within a week after birth most women lose 18 to 20 pounds and in three months have lost the rest with adequate exercise and diet. Breast-feeding usually speeds up process. She should gain 2-4 pounds the first three months and about a pound per week during the duration. An average weight adult should gain a total of 22-28 pounds to adequately nourish the baby.

2. Morning sickness is normal in many pregnancies. She should not get concerned unless it becomes severe and prolonged. She should try eating a cracker or dry toast before getting out of bed and possibly eat more frequent, smaller meals. She should avoid fatty, rich and highly seasoned foods.

3. Jim should not worry. His wife does not really need the foods she craves but eating them will not hurt her unless they add too many calories and cause excess weight gain.

4. Constipation is common during latter months of pregnancy. She should not take laxatives but rather try more fruit juices, fluids, exercise and relaxation.

5. Heartburn is common during later months of pregnancy. She should avoid foods high in fat or try eliminating one food at a time from her diet to find the cause. Smaller meals will keep from overloading the stomach; avoid lying down after meals.

6. Even one drink could harm the baby before birth especially during the first three months; causing brain damage, learning disabilities, etc. Therefore, to play it safe, NO alcohol should be consumed during pregnancy.

7. Jo will probably not develop toxemia as long as she is not overweight and eats a good, balanced diet.

8. It may be pernicious vomiting and she should see a physician.

9. Joe's wife probably has edema which is not a serious problem if there is no toxemia. (She should ask her physician to check this.) Cutting down on excessive salting of foods may help control the condition.

ASSIGNMENT SHEET #5:

Answers will vary but might include the following:

1. Tommy is on a "food jag". She should not be overly concerned or make an issue of it as long as the foods he eats are nutritious, he eats some other foods with his favorite and he doesn't stay with one "jag" over an extended period of time. This is a passing phase.

2. The parents should be concerned. They should set a good example by not eating sweets or limiting intake of sweets themselves. They should have plenty of fruit juices, fresh vegetables and other interesting nutritious snacks on hand and not use sweets as rewards or bribes. (They should have Grandma do the same.)

3. Johnny's mother is right. She should encourage him to eat vegetables by making interesting raw vegetables and fruits available in a variety of forms and shapes. She should not make an issue of his dislike. She should include small portions of one vegetable or fruit at a time with his other favorites.

4. Kathy should set a good example herself. She could also try creative foods kids like such as "dollar-size" pancakes, etc. She should also review the techniques of feeding children to see what she may be doing wrong.

5. Carla's mother should speak to the brothers and encourage them to set a good example for baby Carla since they are "big" brothers. Carla will not eat properly as long as she has their bad example to follow. The brothers will also be improving their diet.

6. A nutritious, simple supper should be served as soon as parents get home or before the children leave babysitter.

ASSIGNMENT SHEET #6

Responses will vary. Assignment should be completed to the satisfaction of the instructor with evaluation based on whether foods chosen are those important to a person in the particular stage of life chosen and whether reasons correspond. Self-evaluation might be used rather than teacher evaluation using class discussion and completion of the three questions.

ASSIGNMENT SHEET #7

Answers will vary but should follow guidelines as given below.

1. Larry needs to include 3 or more fruits and vegetables, 1 or more bread and cereals, 3 milk items, 1 or more meats. Because of age and activity, his diet will be more highly caloric than others. He can include sugars and higher calorie desserts.

2. Kathy needs to include 3 or more fruits and vegetables, 1 bread, 3 or more milk foods, and 1 meat. She should probably avoid rich, fatty or fried foods.

3. Jennifer needs to include milk (no other beverages listed are suitable), soft vegetables such as mashed potatoes, green beans, spinach, crackers or plain bread, custard and small piece of a meat such as roast beef or baked fish.

4. Charles needs to include 3 fruits and vegetables, 1 bread, 1 milk and 1 meat. Foods selected should not be fried or rich and should be rather low-caloric. Softer textures are necessary.

5. Michelle needs 3 fruits and vegetables, 1 bread, 2 milks, and 1 meat. Select those she can eat with her fingers such as carrots, and celery sticks, fried chicken, etc. Since she does not like milk, try hot chocolate, custard pudding and mashed potatoes, etc. which would provide milk.

6. George needs 3 fruits and vegetables, 1 bread, 1 milk and 1 meat. Foods selected should all be as low-caloric as possible.

7. You need 3 or more fruits and vegetables, 1 or more breads and cereals, 3 or more milks, 1 or more meats. Whether high- or low-caloric foods are selected depends on personal weight and activity.

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

NAME ______________________________ SCORE __________

JOB SHEET #1: FOODS FOR INFANTS

Directions: Working individually, in small groups, or as a class, prepare a baby food from a fresh, canned, or frozen vegetable or fruit of your choice following guidelines on information sheet. Compare cost, taste, time and nutrients to a commercial baby food made from the same kind of vegetable or fruit. List your findings on the accompanying chart.

COMPARISON	
PURCHASED FOOD	**HOME PREPARED FOOD**
Length of Time to Prepare in Minutes	
Cost Per Serving	
Color and Appearance	
Taste	
Nutrient Value	
Other Advantages, Disadvantages, or Considerations	

NOTE: Consider preparing in large quantity and freezing

Analyze results–Which type would be best to use? Why? When?

EVALUATION OF FOODS FOR INFANTS

		Points Possible	Points Received
I.	Recommended techniques for baby food preparation were followed.	30	
II.	Comparison chart appropriately completed.	30	
III.	Appropriate analysis was made.	15	
	TOTAL	75	

Comments:

NAME ______________________________ SCORE __________

JOB SHEET #2: MEALS FOR CHILDREN

Directions: Plan and prepare a nutritious food appealing to a child who does not normally like to eat nutritious foods. (This could be either for snack or for meal.) Invite a child in to eat the food or deliver it to a child. Complete this form as you are doing your planning, preparation and evaluation. Ideas from handouts might be used.

1. Name and describe food you plan to prepare. Sketch a diagram of how the finished food will look. (5 points)

2. In what ways would this food appeal to a child? (Give age of child. 5 points)

3. In what ways is this food especially nutritious? (5 points)

4. Plan a day's diet for the rest of the day including snacks and the food you are preparing. Circle the food item. Indicate how much of each item the child will be eating. (Example: 1 cup milk; 1 piece toast, etc. 10 points)

5. Prepare the food.
    a. What problems did you have in preparation? (2)
    b. Would this be a food item a parent could easily prepare? Why, or why not? (2)
    c. What changes, if any, would you make when doing this again? Why? (3)
    d. Could a child help make this item? What things could she/he do? (3)

EVALUATION

	Points Received	Points Possible
Questions answered completely and appropriately		35
Food is nutritious.		15
Food is appealing to a child.		10
Food is attractive, colorful and creative.		20
Appropriate preparation and serving techniques were used.		10
Food is tasty with appropriate texture volume, etc.		10
Comments:	Total points received	100 Total points possible

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

NAME ____ SCORE __________

JOB SHEET #3: "DOWN THE ROAD OF LIFE"

Directions: Individually or in groups of two or three, choose an age group or condition with which to work. (Pregnancy and lactation; infancy; childhood; adolescence; adulthood; older adulthood) Instructor see additional instructions in suggested activities.

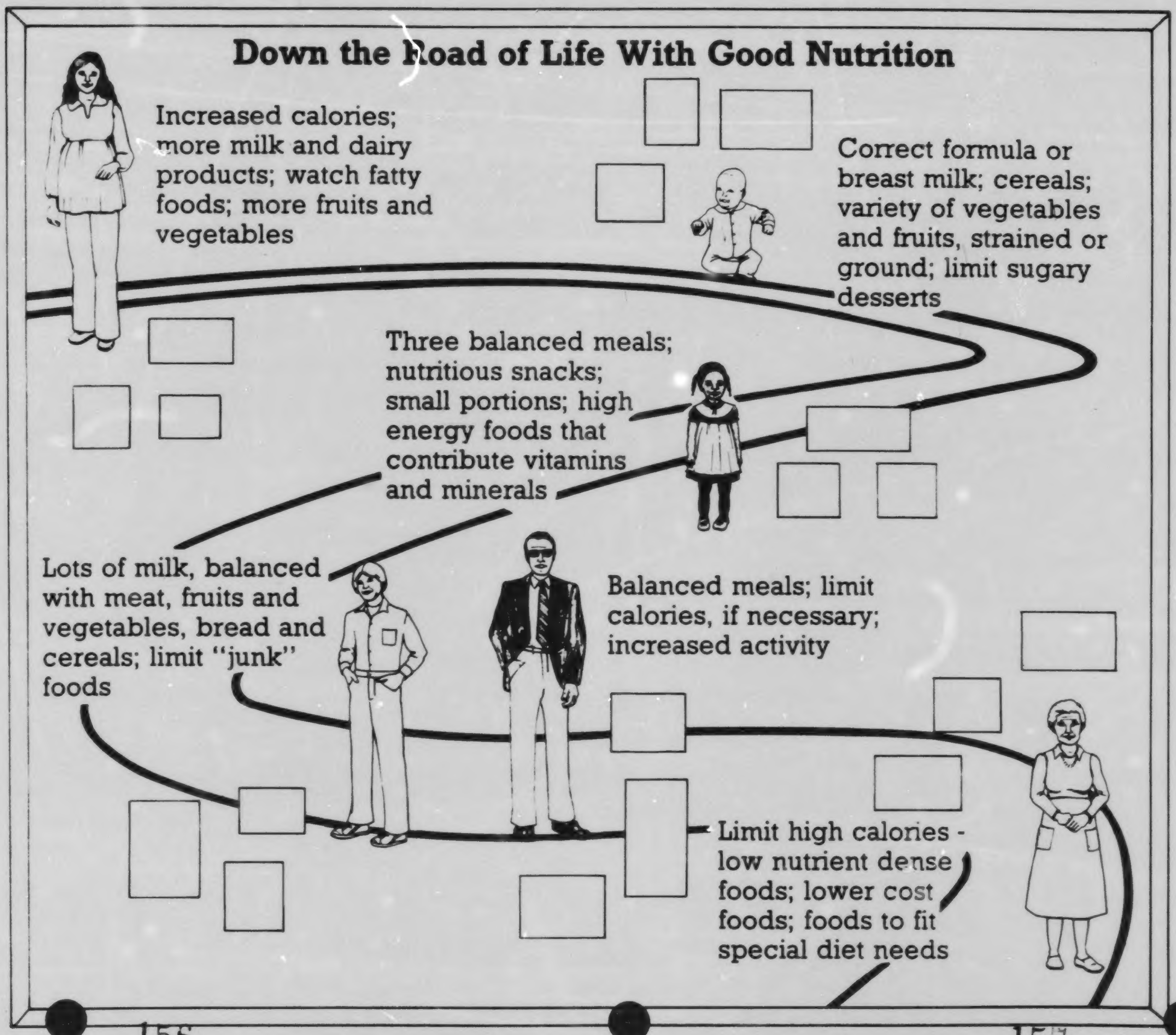
I. Find a magazine picture showing a person or persons in the age category selected.

II. Attach pictures in the appropriate spaces on the assignment sheet. (Use staples, pin or paper clips so picture can be used for bulletin board display. An example of how a bulletin board might look appears on the following page.)

III. Find at least two magazine pictures which show foods most appropriate and beneficial to the age group selected. Attach picture to assignment sheet in same manner as those in part II.

IV. Answer questions about pictures selected.

Bulletin Board Idea



Down the Road of Life With Good Nutrition

Increased calories; more milk and dairy products; watch fatty foods; more fruits and vegetables

Correct formula or breast milk; cereals; variety of vegetables and fruits, strained or ground; limit sugary desserts

Three balanced meals; nutritious snacks; small portions; high energy foods that contribute vitamins and minerals

Lots of milk, balanced with meat, fruits and vegetables, bread and cereals; limit "junk" foods

Balanced meals; limit calories, if necessary; increased activity

Limit high calories - low nutrient dense foods; lower cost foods; foods to fit special diet needs

I. Staple or pin picture of person here. (5 points)

II. Answer these questions in the space provided.

A. List the characteristics shown in the picture that caused you to choose the picture for your age category. (5 pts.)

B. Do you feel these characteristics are typical of all persons in the category? ____________ Explain: (5 pts.)

C. Why is nutrition especially important to this age group? (5 points)

D. List types of foods that are especially beneficial to the age group. (5 points)

III. Staple or pin pictures of foods in space below. (10 points)

A.

B.

IV. Answer these questions in the space provided.

A. Explain reasons why this food would be appropriate and beneficial for the age group you selected. (5 points)

B. Explain reasons why this food would be appropriate and beneficial for the age group you selected. (5 points)

Responses will vary. Assignment should be completed to the satisfaction of the instructor and evaluated using the form below as a guide.

		Points Received	Points Possible
I.	Appropriate picture of person for age category selected.		5 pts.
II.	Questions answered appropriately for picture selected.		20 pts.
III.	Appropriate food pictures selected for age group.		10 pts.
IV.	Questions answered appropriately for food and age group selected.		10 pts.
	TOTAL		45 pts.

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

TEST

NAME ________________________

1. Select the terms with the correct definition from the following list by placing a "+" by those which are correct and an "0" by those which are incorrect.

___ a. Pregnancy - the condition of having unborn within the body

___ b. Sodium - a mineral which is found in salt and most foods

___ c. Lactation - production of milk

___ d. Cardiovascular - relating to the stomach and intestinal tract

___ e. Fetus - baby before birth

___ f. Conception - union of the male and female reproductive cells resulting in pregnancy

___ g. Diabetes - disease affecting the body's ability to regulate blood glucose (sugars) levels

___ h. Placenta - organ which nourishes the developing baby

___ i. Morning sickness - nausea or vomiting

___ j. Pica - strong desire to eat something such as ice cream, pickles, etc.

___ k. Toxemia - an iron deficiency disease

___ l. Edema - violent vomiting

___ m. Sedentary - very active

___ n. Convalescence - old age

___ o. Colostrum - accumulation of fluids in the body tissue

2. List five reasons for special emphasis on nutrition during pregnancy and lactation.

a.

b.

c.

d.

e.

3. Describe nutrient and calorie requirements during pregnancy and lactation including at least five modifications needed in the diet.

4. Describe five concerns related to nutrition during pregnancy and possible solutions to the concerns.

   a. Concern:

      Solution:

   b. Concern:

      Solution:

   c. Concern:

      Solution:

   d. Concern:

      Solution:

   e. Concern:

      Solution:

5. List four reasons for special concern with teenage pregnancy.

a.

b.

c.

d.

6. List three reasons for special emphasis on nutrients during infancy.

a.

b.

c.

7. Identify reasons for breast feeding which are not true about bottle feeding. by placing an "X" in the blank beside reasons below.

___ a. Fewer food allergies

___ b. Easier for others to feed baby

___ c. Allows freedom for mother

___ d. Helps mother's body regain prepregnancy shape

___ e. Fewer problems with constipation

___ f. Does not require warming

___ g. Eliminates possible strain and frustration for mothers.

8. From the list below select guidelines to follow when feeding a baby liquids by placing a "+" by guidelines and an "0" by those which are not guidelines.

___ a. Fresh cow's milk should not be substituted for either mother's milk or formula until after the baby is four to six months old. (Canned evaporated milk is safe.)

___ b. After age six months, skim milk is better for baby than whole milk because of the lower fat content.

___ c. Bedtime is a good time to give a bottle to the baby since it helps him/her sleep better.

___ d. Place baby comfortably in crib while feeding.

___ e. Keep environment calm and quiet.

___ f. When baby stops eating, urge him/her to finish the amount in the bottle.

___ g. Burp baby halfway through feeding.

___ h. Refrigerate any leftover formula for next feeding.

9. Select from the list below recommended techniques to follow when feeding a baby solid foods so that he/she eats properly by placing a "+" beside the correct answer and an "0" beside the incorrect answer.

___ a. Usually begin solid foods by one to two months of age.

___ b. Usually serve cereals as the first solid food.

___ c. Wait until the latter part of the meal to introduce new foods.

___ d. Refrigerate any food left after jar has been opened.

___ e. Serve one or two new foods each week.

10. List four reasons for special emphasis on nutrition during childhood.

a.

b.

c.

d.

11. Identify guidelines to follow when feeding children from the list below by placing a "+" in the blank beside the guideline.

___ a. Playing an active game immediately before meal time will usually stimulate the appetite and encourage good eating.

___ b. Children should not be allowed to eat snacks.

___ c. Make servings for children small.

___ d. A child should not be required to eat everything.

___ e. Use a variety of shapes and textures.

12. Describe three food problems that children have including solutions to each.

a. Problem:

Solution:

b. Problem:

Solution:

c. Problem:

Solution:

13. List five reasons for special emphasis on nutrition during the teenage years.

a.

b.

c.

d.

e.

14. List three suggestions for the teenage diet.

a.

b.

c.

15. Describe three characteristics of the adult diet.

a.

b.

c.

16. List four characteristics to consider when planning foods for older adults.

a.

b.

c.

d.

NUTRITIONAL NEEDS AND THE LIFE CYCLE
UNIT III

ANSWERS TO TEST

1. a. +
   b. +
   c. +
   d. 0
   e. +
   f. +
   g. +
   h. +
   i. +
   j. 0
   k. 0
   l. 0
   m. 0
   n. 0
   o. 0

2. a. Fetus begins to grow at conception.
   b. Expectant mother's body is changing.
   c. A well-nourished mother is more likely to have easier pregnancy and delivery.
   d. With good nutrition the baby will more likely be full term.
   e. Proper nutrition helps the mother lactate.

3. Answers will vary slightly but should include at least 5 of the following:

   a. Protein and iron allowance should increase.
   b. Calcium amounts should be larger.
   c. Iodine is needed in adequate amounts.
   d. Vitamin A, C, and Folic Acid should be increased.
   e. Calories should increase.

4. Any 5 of the following:

   a. Concern: Weight gain
      Solution: Gain 22-28 pounds. With adequate exercise and diet or breast-feeding this should be lost within 3 months after birth.
   b. Concern: Heartburn
      Solution: Avoid foods high in fat, smaller meals, avoid lying down after meals.
   c. Concern: Alcohol, tobacco and drugs
      Solution: Avoid these during pregnancy, unless a doctor has prescribed a drug.
   d. Concern: Toxemia
      Solution: Eat good diet, maintain weight, seek early and regular prenatal care.

e. Concern: Pernicious vomiting
Solution: See a physician.
f. Concern: Edema
Solution: Cut down on excess salt, elevate legs, if serious, see a physician.
g. Concern: Morning sickness
Solution: Eat crackers before getting out of bed; eat more frequent smaller meals.
h. Concern: Cravings
Solution: Do not be concerned unless cravings add too many calories or pica is practiced.
i. Concern: Constipation
Solution: Include high fiber foods, get more exercise, and rest.

5. a. Women under 17 are still growing.
b. Teenagers are likely to have poor nutrition habits.
c. Teenagers, because of size related to stage of development are more likely to develop medical problems.
d. Teenagers may be more likely to have emotional stress which affects nutrient absorption.

6. a. Rapid growth occurs during first year.
b. The foundation for the body's entire life is being set.
c. During first year the baby's chewing and digestive operation develops.

7. a. X
b. blank
c. blank
d. X
e. X
f. X
g. X

8. a. +
b. 0
c. 0
d. 0
e. +
f. 0
g. +
h. 0

9. a. 0
b. +
c. 0
d. +
e. +

10. a. Food patterns are established at this time.
b. Growth slows and appetite levels
c. Children begin making own food choices.
d. Bones are hardening.

11. a. (blank)
b. (blank)
c. +
d. +
e. +

12. Answers will vary slightly but should include the following:

a. Problem: Food jag when a child wants the same food over and over.
Solution: Give the child the food wanted as long as the requests are reasonable, don't make a big issue.
b. Problem: Fondness of sweets
Solution: Set a good example; don't use sweets as rewards.
c. Problem: Rejection of vegetables
Solution: Set a good example; don't require all vegetables to be eaten; prepare and serve in interesting ways.

13. Any 5 of the following:
a. Rapid growth and high energy usage are experienced in this time.
b. Schedules are busy and irregular.
c. Teenagers are becoming independent.
d. Socializing around food becomes important.
e. Nutrient requirements are higher.
f. Girls need to establish good nutritional habits at least four years prior to pregnancy.
g. Nutrition affects weight, posture, skin and other body tissues during teen years.

14. a. Eat regular meals.
b. Select foods using a basic food guide.
c. Supplement diet with nutritious snacks.

15. Any three of the following:

a. Should follow a basic food guide.
b. Many adults lead sedentary lives and gain weight.
c. Should balance calories with activity.
d. Need to use advance planning for adequate eating on busy schedule.

16. a. Need same nutrients as younger adults.
b. Calorie level should be lower than that for younger adults.
c. Physical changes may limit foods eaten.
d. Foods which can be prepared in small amounts easily, should be planned.

NUTRITION FOR SPECIAL NEEDS
UNIT IV

UNIT OBJECTIVE

At the completion of this unit, the students will interpret the concept weight control, analyze approaches to weight control, suggest diets appropriate for achieving weight control and outline procedures for continuing weight gain, loss, or maintenance. The student will also be able to identify a variety of diets suitable for athletes, vegetarians, and convalescents. Performance will be assessed by the completion of assignment sheets, job sheets and scoring 85% on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, students should be able to:

1. Define terms associated with diets suitable to various individual needs.
2. List consequences of being overweight and underweight.
3. List reasons for overweight and underweight.
4. Determine desirable weight by using height-weight graph, height-weight tables.
5. Follow through steps for losing or gaining weight - analyze food habits, calculate calories, analyze physical activity to develop a personal diet plan.
6. Select weight reduction hints from a list.
7. Distinguish high-caloric foods from low-caloric foods.
8. Describe other approaches to weight control.
9. Analyze merits of diet plans.
10. List hints for weight gain.
11. List steps to maintain correct weight.
12. Follow guidelines for planning menus and trays for convalescents.
13. Investigate a special diet for a health related problem.
14. List reasons why people might follow vegetarian diets.
15. Match the types of vegetarian diets with their correct descriptions.

16. Evaluate the nutritional value of each type of vegetarian diet.

17. Describe how the nutrient needs of athletes might differ from nonathletes.

18. List guidelines for weight change for athletes.

19. Select appropriate pre-event eating guidelines for the athlete.

20. Recognize myths about foods for athletes.

21. List characteristics of "health foods."

22. Recognize common food myths.

23. List questions to ask in evaluating content and sources of nutritional information.

24. List reliable nutritional information sources.

NUTRITION FOR SPECIAL NEEDS
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested Activities For Instructor

- A. Order films, filmstrips, and make transparencies to supplement unit.
- B. Provide students with objective sheet.
- C. Provide students with information and assignment sheets. (*Be sure to give out "Food Diary" record sheet in advance of the day it will be used in class so students can be prepared.)
- D. Discuss unit and specific objectives.
- E. Adapt materials for special needs students.
- F. Determine time allotment for unit and decide which assignments will be take-home assignments, which will be in-class assignments, and which additional projects and assignments will be used.
- *G. Evaluate students' knowledge of basic nutrition information covered in Home Economics Basic Core I (if not done in previous unit). Review this information, if necessary.
- *H. Put up bulletin board of your choice from three suggested ideas.
- *I. Arrange to have guest speaker from your county University Extension "Eating Slim" program.
- *J. Use Assignment Sheet #1 as an introductory questionnaire to introduce discussion of weight.
- *K. Assign students special report on local diet clubs, classes and clinics. They might interview instructor, participants, review literature and possibly attend a session and report findings to class.
- *L. Assign students special report on current magazine articles on "Anorexia Nervosa" and et al. to report to the class.
- *M. Supplement the unit with exercise examples from Home Economics Basic Core I "Health and Food" unit as desired. *Emphasize the role of exercise or regular physical activity in achieving and maintaining ideal weight.
- *N. Have students select foods for low-caloric and high-caloric diets by completing the following exercise:

1. Place Dairy Council Food Models (or use magazine pictures of foods) on board or table at front of room.

2. Give each student three pieces of paper to represent a "tray" - one for breakfast, one for lunch, and one for dinner.

   (NOTE: With limited time do only one meal.)

3. Students pretend they are on a low-caloric diet and eating in a cafeteria. They walk by food models and select three food choices (actually put models on paper tray or if there are too many students for models, they might write these choices on paper.)

4. When students have selected foods for three different meals, they are to total calories (from back of models) and evaluate using a basic food guide as a basis.

5. Compare results with class.

6. Then carry out the activity pretending to want to gain weight.

*O. Students might visit a library or bookstore to see what kinds of popular diet books are being marketed and cost of books.

*P. Have students find advertisements in magazines for weight reducing aids and evaluate their emphasis.

*Q. Have students make posters showing high-caloric foods (cutouts from magazine) and low-caloric foods.

*R. Have students carry or wear 10-15-20 pounds for a day and report effect of extra weight.

*S. Cut apart cards for review game; divide class into groups of three; make additional or more difficult question cards if desired. (AS-8)

*T. Locate additional listings of caloric amounts in case additional amounts are needed.

*U. Invite a resource person such as a dietician to speak about special diets for convalescents.

*V. Have background for bulletin boards ready and assign students to find magazine pictures for each one so that this project can be completed during discussion of "Vegetarian Diets" and "Nutrition for Athletes." Pictures are to be discussed and evaluated as put on board.

*W. Use Assignment Sheet #11 "Health Foods" as a special project if the class cannot visit a health food store or if some of the students are unable to visit one.

II. Instructional Materials

A. Objective sheet

B. Information sheets

C. Handouts

1. HO-1: Calorie Chart: Fast Food Restaurants
2. HO-2: What Is A Serving?
3. HO-3: Family Menus For A Day: Overweight, Normal, Underweight
4. HO-4: Examples of 3 Daily Diets
5. HO-5: Sample Weight-Gain Menu For A Woman
6. HO-6: Low Kilojoule (Calorie) Diets: Sample Menus

D. Transparency Masters

1. TM-1: Learn to Spot Calories In Food
2. TM-2: "Mirror, Mirror On the Wall"

E. Assignment sheets

1. AS-1: What Do You Know About Weight Control
2. AS-2: Crossword Puzzle - Weight Control
3. AS-3: Word Scramble - Special Diets and Nutrition
4. AS-4: Analyzing Your Weight
5. AS-5: Calorie Quiz
6. AS-6: Diet Analysis
7. AS-7: Developing Your Personal Diet Plan
8. AS-8: Problem Situation
9. AS-9: Convalescent Meals
10. AS-10: "Special Diet" Report
11. AS-11: Interview An Athlete
12. AS-12: Health Foods
13. AS-13: Evaluating Nutritional Information

F. Job sheets

1. JS-1: Game - Nutrition Know-How

G. Answers to assignment sheets

H. Test

I. Answers to test

III. Unit References

A. Newburry, Lynn. The Food Book. South Holland, IL: The Goodheart-Willcox Co., Inc., 1981.

B. Ohl, Suzzane, et al. Guide to Modern Meals. New York: McGraw-Hill Book Co., 1981.

C. White, Ruth Bennett. You and Your Food. Englewood Cliffs, NJ: Prentice-Hall Inc., 1971.

D. Kowtaluk, Helen, et al. Food For Today. Peoria, IL: Goodheart-Willcox Co., Inc., 1979.

E. Largen, Velda. Guide to Good Food. South Holland, IL: Goodheart-Willcox Co., Inc., 1979.

F. Missouri Division of Health. Basic Nutrition Facts. Jefferson City, MO: Division of Health, 1981.

G. Pipes, Peggy L. Nutrition For Infancy and Childhood. St. Louis: C.V. Mosby Company, 1977.

I. Spannhake, Elizabeth B., Eye It Before You Diet. (A nutritional analysis of nine popular diets), The Sugar Association, Inc., Washington, D.C., 1977.

IV. Films and Filmstrips

A. Weight-Control: Just A Step Away. Free loan. Missouri Division of Health, Films and Literature Unit, Broadway State Office Building, P.O. Box 570, Jefferson City, MO 65101.

B. For Tomorrow We Shall Diet. Free loan. Missouri Division of Films and Literature Unit, Broadway State Office Building, P.O. Box 570, Jefferson City, MO 65101.

C. Eating On The Run. Free loan. St. Louis District Dairy Council, Film Library, Audio-Visual Service Center, 2232 Welsch, Industrial Court, St. Louis, MO 63141.

D. Improving Teenage Nutrition and Presenting the Oopsies. Purchase from: Photo Lab., Inc., 3825 Georgia Ave. N.W. Washington, D.C. 20011.

NUTRITION FOR SPECIAL NEEDS
UNIT IV

INFORMATION OUTLINE

I. Terms and Definitions

   A. Obesity - an excess accumulation of body fat; at least 20% more than desirable weight for height

   B. Overweight - 10-20% over desirable weight; may not necessarily have an excess of body fat, but this excess weight may be due to muscles (Example: athlete)

   C. Calorie - the unit by which the energy value of food is measured (Kilojoules)

   D. Underweight - at least 10% below the desirable weight for height

   E. Empty-calorie - very high in calories with very limited amounts of protein, vitamins and minerals

   F. Metabolic rate - rate at which the body uses energy

   G. Adipose tissue - fat tissue

   H. Height-weight table - listing of recommended weights according to height and bone structure

   I. Anorexia nervosa - a psychological eating disorder causing extreme loss of weight

   J. Fad diet - crash programs to lose weight

   K. Skin-fold (pinch) test - test in which the amount of fat layer is determined by measuring a fold of skin usually on upper arm or waist

   L. Skin-fold caliper - instrument used by physician or dietician to measure fat layer and help determine overweight

   M. Ideal weight - one that makes you feel and look good

   N. Height-weight graph - chart comparing relationship of weight to height for age groups

   O. Ketosis - condition which develops when a person has more fats than carbohydrates in the diet.

   P. Glucose - simple sugar (carbohydrate) which can be absorbed by body and used for energy

Q. Glycogen - carbohydrate stored in the muscles and liver; breaks down to provide glucose for energy

R. Glycogen loading - a method of exercise and diet which stores an additional amount of glycogen in the muscles

S. Vegetarian - someone who does not eat meat, however, widespread variations in this practice occur

T. "Health foods" - foods which supposedly have special qualities which promote good health and prevent, treat, or cure disease

U. "Natural foods" - foods which have undergone minimal processing and contain no synthetic additives (May or may not be superior nutritionally)

V. "Organic foods" - foods produced without synthetic fertilizers or pesticides or the use of chemicals to stimulate growth

W. Pesticides - chemicals used in farming to control insects, weeds, and disease

X. Synthetic fertilizer - man-made chemical substance used to enrich the soil and enhance growth

Y. Organic fertilizer - substance from plants and animals used to enrich the soil and enhance growth (Example: decayed plants, manure)

Z. Myth - an idea which is incorrect

AA. Food quackery - false claims that food will cure or prevent diseases; slow aging or increase attractiveness

BB. Convalescence - period of recovery from illness

CC. Diabetes - any of several metabolic disorders marked by excessive discharge of urine and persistent thirst

DD. Cardiovascular - relating to the heart and blood vessels

EE. Gastrointestinal - relating to the stomach and intestines

FF. Bulimia - involves rapid eating of high calorie foods in a short time period accompanied by periods of vomiting to remove food from the body.

II. Weight Control (AS-1 and AS-2)

A. Important Note: Over one-third of the U.S. population weighs too much for good health. About 40% of Missouri's population is above average weight. Some experts feel obesity is the number one health problem among adolescents. Between 10-20 percent of teenagers are overweight. At the same time, many young people are underweight.

1. Consequences of being overweight
    a. Physical consequences
        1) Burden to all body systems to support excess weight (especially circulatory and skeletal systems).
        2) Leads to inactivity which, in turn, contributes to poor health and weight gain.
        3) Certain diseases are more prevalent among overweight and obese people (heart ailments, diabetes, kidney disease, liver disease, arthritis, and hypertension)
        4) Surgery and childbirth are more dangerous for the overweight person

        (NOTE: Studies show that severely overweight people die younger than people of normal weight. There is also some evidence that being moderately overweight does not increase the risk of death except when diseases are associated with the excess weight.)
    b. Psychological and social consequences

        (NOTE: In our culture, the thin body is idealized.
        1) Obese children and adults may be ridiculed, resulting in lower self-esteem.
        2) Obese people may withdraw from physical and social activities.
        3) Obese people may have more difficulty finding flattering styles in clothes. Recent trends for some clothes manufacters indicate an effort to attract this "new" market.
        4) Obese people may be by-passed for jobs which require meeting the public or strenuous activity. However, some obese people have taken employers to court claiming they were subjected to discrimination.
2. Consequences of being underweight
    a. The diet is likely to be nutritionally deficient resulting in serious health problems and greater susceptibility to illness.
    b. The body may not grow properly - muscles may not develop; posture may be poor; and eyes, face and

hair may lose their sparkle. Girls may cease their regular menstrual cycle and future chances to become a mother might be lessened.

c. Underweight people have less insulation to keep them warm in cold weather since they only have a thin layer of body fat.

d. Fatigue from too few calories may cause poor ability to concentrate, irritability and impatience, and poor achievement.

e. Some clothing styles may not be as flattering; fit may be a problem. Individuals are not attracted to extremely underweight persons.

B. Causes of improper weight

1. Reasons for being overweight

a. Physical reasons for being overweight

1) Caloric imbalance is the basic cause of being overweight.

(NOTE: More calories (supplied by protein, carbohydrates, fats and alcohol) are eaten than are used by the body and therefore, stored as fat (adipose) tissue. Each person has his/her own individual metabolic rate based on size, age, sex, general metabolism, etc., which causes different people to use calories differently.)

a) Energy balance takes place when kilocalories absorb equal amounts of energy expended for body process and physical activity. Equal intake and expenditure results in no weight change.

b) The number of kilocalories required to achieve energy balance varies for individuals.

(NOTE: Energy requirements depend upon physical activity, growth rate, whether one is pregnant or a nursing mother.)

c) Calorie need is also influenced by:

i) The completion of the body's digestion and absorption of food.
ii) The efficiency with which food is metabolized.

    iii) The rate at which food energy is used.

d) When the energy available exceeds the body's capacity to use it, one gains weight.

e) Sex, age, body size and composition influence the individual's basal metabolism rate.

    i) Basal metabolism is generally higher for men than women.
    ii) Basal metabolism increases with body size and muscle tissue as compared to fat.
    iii) Basal metabolic needs are higher for infants, decrease toward the end of the child's first year and remain low until the adolescent growth period. After adolescence, metabolic needs decrease starting at about 40 years of age. The rate of decrease is about two percent per decade of life.
    iv) The following table clarifies the degree to which energy needs decline with age.

TABLE 1: Mean Heights and Weights Plus Recommended Energy Needs

	Age	Weight		Height		Energy Needs	
		(kg)	(lb)	(cm)	(in)	(Kcal)	Range
MALES	11-14	45	99	157	62	2700	(2000-3700)
	15-18	66	115	176	69	2800	(2100-3900)
	19-22	70	154	177	70	2900	(2500-3300)
	23-50	70	154	178	70	2700	(2300-3100)
	51-75	70	154	178	70	2400	(2000-2800)
	76+	70	154	178	70	2050	(1650-2450)
FEMALES	11-14	46	101	157	62	2200	(1500-3000)
	15-18	55	120	163	64	2100	(1200-3000)
	19-22	55	120	163	64	2100	(1700-2500)
	23-50	55	120	163	64	2000	(1600-2400)
	51-75	55	120	163	64	1800	(1400-2200)
	76+	55	120	163	64	1600	(1200-2000)

Source: National Academy of Science. **Recommended Dietary Allowances**, 7th ed., 1980.

2) Heredity

(NOTE: Scientists are finding evidence that a relationship exists between human obesity and heredity. Basic differences in the metabolism of the obese and lean individual can be inherited. Obese people may be more efficient at turning kilocalories into fat rather than wasting the energy as body heat or in containing body processes that waste energy.)

3) Health

(NOTE: Health accounts for only a small percentage of weight problems. For example, diseases such as an underactive thyroid gland cause obesity in less than 5% of the cases.)

b. Psychological reasons for being overweight

1) People often eat to relieve problems like tension, anxiety, boredom, frustration, worry or as a substitute for love and friendship.

2) Food is associated with reward. As a result of early training, for example, desserts were given as rewards for eating all the food on one's plate, so as an adult the individual continues to reward himself/herself with high-caloric desserts. If the child was punished for not eating vegetables, as an adult, he/she may still associate vegetables with punishment and refuse to eat them.

3) Some people are psychologically addicted to food such as sweets, in a manner similar to alcoholism.

c. Environmental reasons for being overweight

1) Modern conveniences make it easier than ever to gain weight. For example, people ride in cars and elevators instead of walking and climbing the stairs.

2) The need to snack while working or studying has become a habit.

(NOTE: Soda, snack food, and candy machines are conveniently available.)

3) Family customs may lead to overeating.

(NOTE: This factor along with heredity is usually evident when several family members are obese. The causation of obesity is extremely difficult to determine unless there is some disease "causing the obesity.)

4) The abundance of the U.S. food supply contributes to persons being overweight.

5) Social customs of the U.S. usually include consuming calorie-rich foods for holidays and celebrations.

6) Unwise food choices contribute to overweight.

7) Sedentary jobs and inactivity contribute to overweight.

2. Reasons for being underweight

a. The basic, overall cause of being underweight is that the person consumes fewer calories than required for activities.

b. Physical reasons for being underweight

1) Illness or infection may cause loss of appetite or inability to eat.

2) Stress may cause loss of appetite.

3) Overactivity causes some people to rush from one activity to another, forgetting to eat and, therefore, their food supply does not keep up with their energy use.

c. Environmental reasons for underweight include our culture's obsession with the slender body.

d. Anorexia nervosa and bulimia are psychological eating disorders causing extreme loss of weight.

(NOTE: Anorexia nervosa may cause victims to lose 25% or more of their body weight. Most victims are females aged 12-22, but boys and adults may also be affected. Usually victims are bright, accomplished young people who seem healthy but also seem obsessed with their weight. They start dieting to lose a few pounds but continue to see themselves as fat no matter how much they lose. Treatment for anorexia requires counseling to overcome emotional problems as well as food choice problems. Bulimia involves rapid eating of high-caloric foods in a short time period.)

1) Estimates indicate that these disorders may occur in one out of every 150 teenage girls from 16-18 years of age. (both disorders)
2) Involves significant weight loss and exclusion of food from the diet. (anorexia nervosa)
3) Behaviors observed in individuals with this eating pattern include avoidance of "fattening" foods, hyperactivity, compulsive exercise and a general preoccupation with nutrition and food patterns. (anorexia nervosa)
4) After gorging on food, individuals may induce vomiting or use large doses of laxatives to rid themselves of "excess" calories. (bulimia)
5) These individuals conceal their eating habits from others so friends and family may be unaware of their behaviors. (both disorders)
6) These individuals have a distorted body image. They look fat to themselves while to others they appear emaciated. (both disorders)
7) Family lifestyle appears to have some bearing on the anorexic's behavior, i.e., family members being concerned with weight loss or being obese. (anorexia nervosa)
8) Starvation results in developing deficiency diseases and dehydration. If carried on for extensive time periods, death can result. (both disorders)
9) Persons with these symptoms resist treatment. (both disorders)
10) Fashion magazines and others who use very slim models to sell their products are being encouraged by health professionals to use fuller-figured models. Some health professionals feel that our culture's obsession with slimness has reinforced the anorexic eating pattern. (both disorders)

C. What is desirable weight? (AS-4)

(NOTE: Desirable weight is hard to determine because of so many variables, i.e., bone structure, height, age and sex.)

1. Skin-fold or pinch test - Some health experts feel that the amount of body fat is a better indicator of weight level than actual body weight. A skin-fold caliper is a special instrument designed to measure fat stored under the skin but on top of the muscles. The stomach and the middle-back are easy to measure. Over 2.5 cm (1 inch) indicates possible overweight; less than 1.3 cm (1/2 inch) indicates possible underweight.

(NOTE: Females have thicker layers of fat than most males and some people carry their weight unevenly. Example: heavy upper arms but otherwise underweight. In persons under age 50, at least half of the body fat is found directly under the skin.)

2. Mirror and measurement tests - examination of self in a mirror, and taking one's measurements to compare them with a standardized set of body measurements. (TM-1)

   a. Inaccuracies occur here because we sometimes see what we want to see. In comparing measurements to the ideal, we have to remember that the "ideal" is only a suggested figure which very few people achieve. Tables 2, 3, and 4 on the next pages should be used only as suggested figures.)

TABLE 2: Ideal Measurements For Girls and Women

	Under 5'4"	**5'4" to 5'7"**	**5'7" to 5'9"**	**Over 5' 9"**
Bust	32-33" (80-83 cm)	34-35" (85-88 cm)	35-37" (89-94 cm)	38-39" (96-99 cm)
Waist	22-23" (58-59 cm)	24-25" (61-64 cm)	25-27" (64-69 cm)	28-29" (71-74 cm)
Hips	32-33" (80-83 cm)	34-35" (86-89 cm)	35-37" (89-94 cm)	38-39" (97-99 cm)
Thigh	19" (48 cm)	19½" (50 cm)	20" (51 cm)	20½" (52 cm)
Calf	12½" (29 cm)	13" (33 cm)	13½" (34 cm)	13¾" (35 cm)
Ankle	7¾" (19½ cm)	8" (20 cm)	8¼" (21 cm)	8½" 22 cm)
Upper Arm	9" (23 cm)	9½" (24 cm)	10" (25 cm)	10½" (27 cm)

NOTE: This chart is for the medium bone structure. To obtain ideal measurements for small frames, subtract 1" for bust, waist, and hips; 1/2" for thigh, calf, and upper arms 1/4" for ankle. For large frames, add 1" for bust, waist, and hips; 1/2" for thigh, calf, and upper arm; 1/4" for ankle.

b. Charts based on "ideal" weights are readily available in many publications. But, these charts may be quite inaccurate since individual metabolic needs are highly variable.

c. The National Center for Health Statistics is currently developing a reference based on more appropriate measures than used in the past in determining body weight.

d. Overweight is assumed when adults weigh 10% more than the average U.S. weight-height standard.

(NOTE: Table 5 on the following page is based on ages 20 to 29 years. Weight gained after the twenties is thought to be due to fat. Information for the table was taken from the 1971-74 Health and Nutrition Examination Survey. Height is without shoes; body weight includes clothing.)

TABLE 3: Boys' Proportions According To Height

	BOYS'				TEEN-BOYS'			
Height (inches)	48	50	54	58	61	64	66	68
Chest	26	27	28	30	32	33½	35	36½
Waist	23	24	25	26	27	28	29	30
Hip	27	28	29½	31	32½	34	35½	37

TABLE 4: Men's Proportions According To Weight

MEN'S WEIGHT	110-135 lbs.	136 165 lbs.	166 185 lbs.	186 210 lbs.	Over 210 lbs.	Over 210 lbs.	
Chest	36	38	40	42	44	46	48
Waist	30	32	34	36	39	42	44
Hip (seat)	37	39	41	43	45	47	49

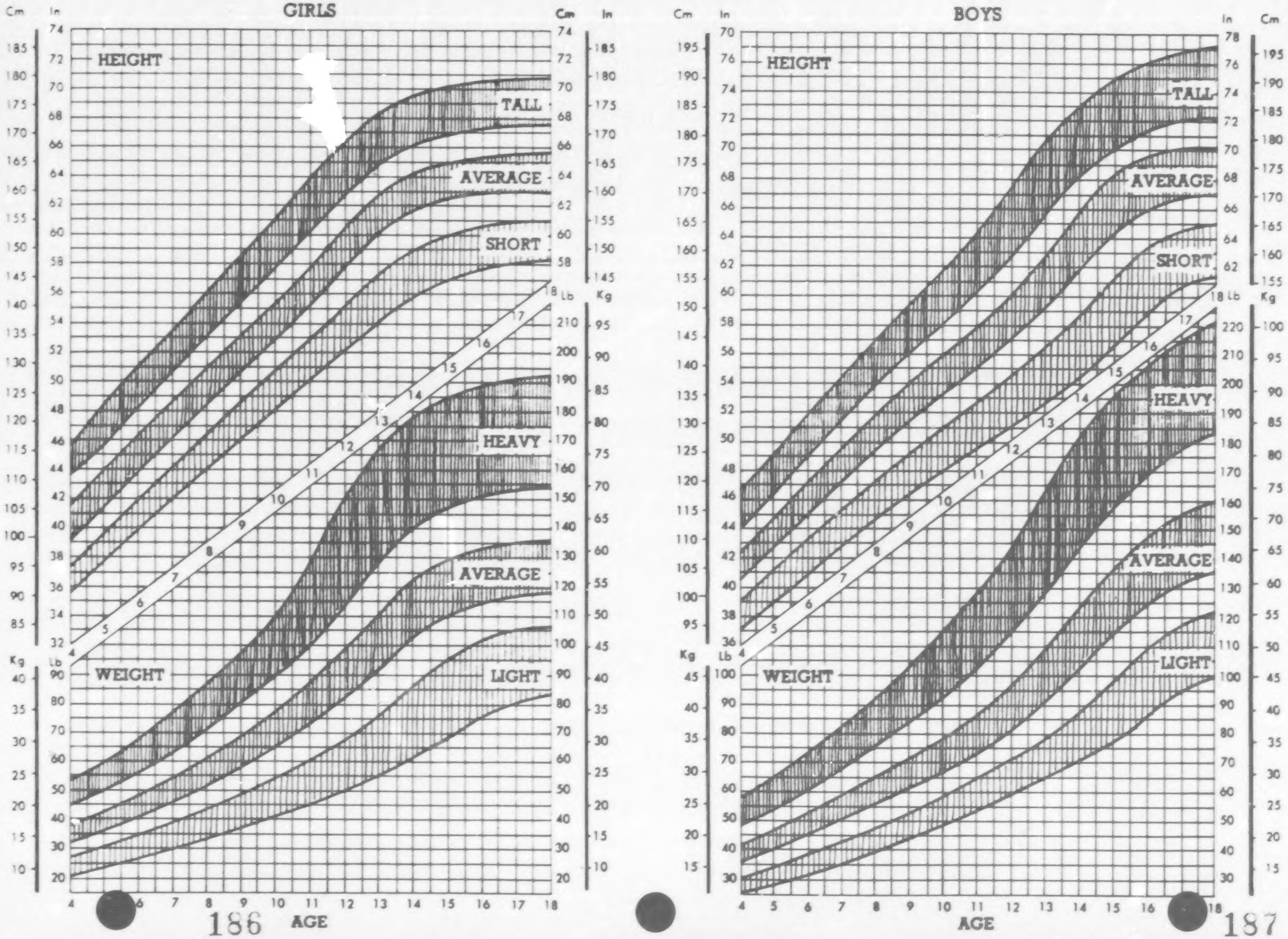
TABLE 5: Mean Weights For U.S. Men and Women (Ages 20-29 Years)

	Average Weight In Pounds	
Height	**Men**	**Women**
57 inches (144 cm)	—	113 (51 kg)
58 inches (148 cm)	—	117 (53 kg)
59 inches (150 cm)	—	120 (54 kg)
60 inches (153 cm)	—	123 (55 kg)
61 inches (155 cm)	—	127 (57 kg)
62 inches (157 cm)	136 (61 kg)	130 (59 kg)
63 inches (160 cm)	140 (63 kg)	134 (60 kg)
64 inches (163 cm)	145 (65 kg)	137 (62 kg)
65 inches (165 cm)	150 (68 kg)	140 (63 kg)
66 inches (168 cm)	155 (70 kg)	144 (65 kg)
67 inches (170 cm)	159 (72 kg)	149 (67 kg)
68 inches (173 cm)	163 (74 kg)	151 (68 kg)
69 inches (175 cm)	168 (76 kg)	154 (70 kg)
70 inches (178 cm)	173 (78 kg)	158 (71 kg)
71 inches (180 cm)	178 (80 kg)	—
72 inches (183 cm)	182 (82 kg)	—
73 inches (185 cm)	187 (85 kg)	—
74 inches (188 cm)	192 (87 kg)	—

3. Height-weight graph - shows zones where an individual should be in height and weight at a particular age. (See Table 6 on the following page.)

   (NOTE: This may be the most reliable method for growing children and teenagers to use - although each person is unique.)

TABLE 6: Height-Weight Graph For Girls and Boys



4. Weight table - gives weight ranges according to height based upon body frame size - small, average, or large.

(NOTE: Tables 7 and 8 below will give you a rough idea of average weights and measurements according to size of body frame.)

TABLE 7: Weight Table For Adults

Height Without Shoes		Weight Without Clothing					
		Small Frame		Average Frame		Large Frame	
MEN							
cm	Inches	kg	Pounds	kg	Pounds	kg	Pounds
163	64	55	122	60	133	65	145
165	65	57	126	62	137	67	149
168	66	59	130	64	142	70	161
170	67	60	134	66	147	72	161
173	68	63	139	68	151	75	166
175	69	64	143	70	155	77	170
178	70	66	147	72	159	78	174
180	71	68	150	73	163	80	178
183	72	69	154	75	167	82	183
185	73	71	158	77	171	85	188
188	74	73	162	79	175	86	192
191	75	74	165	80	178	88	195
WOMEN							
152	60	45	100	49	109	53	118
155	61	47	104	50	112	54	121
158	62	48	107	52	115	56	125
160	63	50	110	53	118	58	128
163	64	51	113	55	122	59	132
165	65	52	116	56	125	61	135
168	66	54	120	58	129	63	139
170	67	55	123	59	132	64	142
173	68	57	126	61	136	66	146
175	69	59	130	63	140	68	151
178	70	60	133	65	144	70	156
180	71	62	137	67	148	72	161
183	72	63	141	68	152	75	166

TABLE 8: Women's Frame

Bone Structure		
Height	**Wrist Measurement**	**Bone Structure**
Short	a. 5¼" or less	a. Small
5' to 5'4"	b. 5¼" to 5¾"	b. Medium
(1.5 to 1.6 m)	c. 5¾" or more	c. Large
Average	a. 5½" or less	a. Small
5'4" to 5'7"	b. 5½" to 6"	b. Medium
(1.6 to 1.7 m)	c. 6" or more	c. Large
Tall	a. 5¾" or less	a. Small
Over 5'7"	b. 5¾" to 6¼"	b. Medium
(1.7 m and up)	c. 6¼" or more	c. Large

D. Weight reduction hints

1. Don't be discouraged. Sometimes it takes a body three weeks to adjust when starting on a diet and no loss shows up until then.

2. Plan for and be selective when dining out. (HO-1, BB-1, and 2)

   a. Choose establishments having salad bars or low-calorie plates.

   b. Avoid fast-food establishments where food is usually high-caloric (fried or breaded foods).

   c. Plan ahead to eat lighter meals before and after eating out. Carefully review menus to select items lower in calories while at a restaurant.

3. Don't take second helpings, keep portions small, and learn to recognize serving size (1/2 cup serving, 1 cup serving, etc.) (HO-2)

4. Use smaller luncheon or salad plate instead of dinner plate.

   (NOTE: Our eyes fool us and the same portion of food looks larger on a small plate.)

5. Do not skip meals, especially breakfast.

6. Eat regularly scheduled meals at least three times a day.

   (NOTE: 1/4 to 1/3 of our daily calorie needs should be consumed at breakfast.)

7. Eat slowly and chew food thoroughly.

   (NOTE: You will get more satisfaction from every bite and will not have time for second and third servings.)

8. Eat a variety of foods to make meals interesting. You can eat foods you enjoy, just have small portions of these foods.

9. Eat low-calorie snacks when hungry to curb appetite (30 minutes prior to meals). Limit empty-calorie snacks; that is, sugary or fatty foods.

   (NOTE: Cut down gradually on empty-calorie snacks. Use these snacks as listed in Table 9.)

TABLE 9: Calorie Bargains For Snacking

1 large celery stalk	9 calories	1/2 medium pear	32 calories
1 small tomato	22 calories	1/2 medium apple	44 calories
1 sweet pickle	11 calories	1/4 cantaloupe	30 calories
3 carrot sticks 7.6 cm (3 inches) each	39 calories	1/2 grapefruit	41 calories
1 large green pepper	22 calories	240 mL (8 ounces) tomato juice	45 calories
1 stalk raw broccoli	32 calories	120 mL (4 ounces) orange juice	55 calories
1 raw kohlrabi	25 calories	120 mL (4 ounces) skim milk	40 calories
4 water chestnuts	20 calories	1 slice whole-wheat or enriched bread	60 calories
20 green grapes	21 calories	2 saltines	28 calories
120 mL (1/2 cup) fresh strawberries	28 calories		

Or these: tossed salad, raw zucchini strips, cottage cheese with apple slices, celery stuffed with cottage cheese, frozen bananas, hard cooked egg with mustard, cup of boullion, wedge of honeydew, baked apple (without sugar), tomato juice with dash of hot sauce, glass of buttermilk, shredded wheat cereal with skim milk, pineapple chunks - water packed, sliced cucumber with vinegar, open face lettuce-tomato sandwich, kosher dill pickle or baked potato.)

10. Use herbs, spices and flavorings on foods, rather than sauces or spicy salad dressings. Use butter flavoring instead of butter. (Omitting one pat of butter per day for a year might mean five pounds you didn't need.)

11. Keep reminding yourself. Put a sign on the refrigerator such as "Think thin," "Thin is Beautiful," or remind yourself of that new outfit you promised yourself.

12. Keep weight record, but weigh no more than once a week at the same time. (Remember only 1 to 3 pounds per week.)

13. Keep chart of body measurements from week to week. (Sometimes, with exercise, bodies firm up and lose inches rather than pounds.) Muscle weighs more than fat.

14. Have family members and close friends encourage you and help keep you "on the track

15. Follow a basic food plan selecting lowest caloric foods in each group and low caloric cooking techniques.

16. Change cooking methods to broiling, baking and boiling instead of frying. Example is on the following page.

17. Increase physical activity. (See Table 10 on the following page.)

One Medium-Size Potato

Baked, with only salt and pepper added	90
Baked, with 15 mL (one tablespoon) of sour cream, salt, and pepper, and chives	115
Baked, with 5 mL (one teaspoon) of butter or margarine and salt and pepper	125
Cut in strips and french fried	300
Sliced thin into potato chips and fried	575

a. Walk instead of ride, use stairs instead of elevator, run errands yourself.

b. Plan a time each day for organized calisthenics or exercises. (Even 1 or 2 exercises for 5, 10, or 15 minutes will be helpful.)

c. Join an organized sporting activity, participating regularly. (Example: Bowling, swimming, tennis, golf, etc.) Clean off your bike and ride it!

TABLE 10: Activity-Calorie Chart

Activity	Kilojoules (Calories) Used Per Hour
Sleep	2.1 kJ (1/2 Calories)
Sedentary activities Reading, eating, watching television, sewing, playing cards, typing, sitting activities	340 to 420 kJ (80 to 100 Calories)
Light activities Cooking, doing dishes, ironing, walking slowly, more strenuous sitting activities	460 to 670 kJ (110 to 160 Calories)
Moderate activities Walking moderately fast, making beds, dusting, light gardening, light carpentry work, standing activities requiring arm movement, sitting activities requiring vigorous arm movement	710 to 1000 kJ (170 to 240 Calories)
Vigorous activities Heavy scrubbing, walking fast, bowling, golfing, gardening, vigorous movements	1050 to 1470 kJ (250 to 300 Calories)
Strenuous activities Running, dancing, playing active games such as football and tennis, cheerleading, swimming, skiing	1470 or more kJ (350 Calories or more)

18. Cut calories to no less than 1000 to 1200 for an adult woman or 1200 for an adult man.

    (NOTE: Any lower amount than this does not provide sufficient nutrients. Amounts for teenagers vary greatly depending on size, age, activity, and sex.)

19. Lose no more than 1 to 3 pounds per week.

    (NOTE: Rapid weight loss indicates you are using extremes and possibly unhealthy measures. Illness or rapid regain may take place.)

20. Develop hobbies to substitute for eating.

21. Avoid places where you are likely to snack.

22. Keep food out of sight at home; avoid purchasing "empty-calorie" items.

23. Follow a list when grocery shopping, do not buy "extras" on impulse, and shop after eating.

24. Learn to cope with emotional pressures which cause you to overeat.

25. Do not rationalize by making excuses for your weight problem.

26. Learn to recognize high-caloric and low-caloric foods. (TM-2 and AS-5 and 6)

    a. Recognize low-caloric foods.

        1) Thin or watery (Examples: oranges, pears grapefruits, and most fruit)

        2) Bulky but not fat (Examples: lean meat, fish, poultry)

        3) Coarse, with lots of fiber, but no fat (Examples: celery, cereals, greens, etc.)

        4) Watery-crisp (Examples: apples, carrots, watermelon)

        5) Puffed or airy (Example: Enriched cereals)

    b. Recognize high-caloric foods.

        1) Thick, oily or greasy-crisp (Examples: french fries, fried chicken, etc.)

        2) Slick, smooth and thick (Examples: sauces, gravies, milk shakes)

3) Sweet or sticky (Examples: candy, cakes, pies, cookies, syrups, carbonated beverages)

4) Compact or concentrated (Examples: jams, stuffings, etc.)

E. The myth of "miracle diets"

(NOTE: People are attracted to easy ways to lose weight quickly. On these diets, you may lose weight quickly but will very likely gain the weight back just as quickly. Many of these diets are health hazards - a person should be able to analyze them. See Part G in this outline.)

1. Diet pills are stimulants which curb the appetite and help overcome depression that may cause overeating.

   (NOTE: Most diet pills are related to Amphetamines. They should not be prescribed by doctors for this reason. Many can produce serious side effects such as high blood pressure, rapid heartbeat, sleeplessness, excitability; others cause drowsiness by speeding heart rate and may very likely become addictive. Some diet pills have been found to contain thyroid extract, strong laxatives, diuertics and digitalis. Never take diet pills unless under direct supervision of a physician. Many physicians will not and should not prescribe them.

2. Diet candies usually contain sugar which normally lowers the appetite if eaten just before a meal. Some contain fiber which swells in the stomach, decreasing hunger. Most do not change eating habits, and there is an expense. Manufacturers also provide instructions for low-caloric diets along with the candies!

3. Formula diets are drinks which can be mixed or purchased ready-to-drink. (Metrical; Sego, etc.)

   (NOTE: These diets become monotonous and some may cause constipation or diarrhea. Although they contain major nutrients, they may lack trace nutrients. They should not be consumed for more than one meal per day. Liquid protein diets should never be used without a doctor's guidance.)

4. Fad diets rarely keep the dieter motivated because they are monotonous and can be dangerous to health. (NOTE: See Part G and complete Assignment Sheet #4.)

   a. Low carbohydrate or high protein - (Many different names are used to give new appeal.) Severely restricted carbohydrates and increased protein may cause ketosis which is dangerous to health. Most initial weight loss is water loss. Most diets lack essential nutrients.

b. Single-food diets - (Examples: Mayo Diet, Grapefruit Diet, Banana and Skim Milk Diet, High Fiber Bran Diet) do work at first if strictly followed because caloric level is so low; essential nutrients are missing and diets are extremely boring. (Example: How long could a person continue following a diet of 1 banana and 8 oz. skim milk four times a day?)

(NOTE: Contrary to the claims, grapefruit does not have an enzyme that breaks fat down nor will bran reduce caloric absorption significantly. No "miracle food or food substance" exists.)

c. Fasting - is the most dangerous method of dieting; no nutrients are provided, no new food patterns are developed and most people overindulge later. Health can be damaged in a short time.

(NOTE: Great fluctuations in body weight may be more hazardous to health than a consistant few pounds of overweight.)

5. Other approaches to weight control

(NOTE: Some of the following are effective, others are dangerous without supervision and still others require more study. Remember, only caloric balance and development of new food habits produce healthful long-term weight control.)

a. Weight-control clubs - provide a diet plan, educate about food and nutrition and provide group support and interaction.

(NOTE: Most of these clubs provide nutritional diets and sound nutritional information. However, some are inflexible. An expense is involved--sometimes very high. The dieter may develop a dependency on group support. Some are more helpful than others so evaluate the club or clinic before joining.)

b. Behavior modification - works at changing the ways the ways people feel toward food or the environments in which they eat.

(NOTE: Major emphasis is on changing eating habits; generally safe and reliable and may be used by weight control clubs and clinics.)

c. Surgery - is not an appropriate way for most people to lose weight and is usually only used for people who are grossly obese where health and even life may depend on weight loss.

(NOTE: The surgical procedures being used include intestinal and gastric procedures. Intestinal bypass - part of the small intestines is bypassed which prevents food absorption; creates many problems; is expensive and does not teach new eating habits. Gastric procedures reduce the volume of the stomach so the person must eat less.)

d. Mechanical methods - are usually expensive and do not cause loss of body fat. Methods include use of sauna suits, steam baths (at home or health clubs), body massage, exercise suits, spot reducers, etc.

(NOTE: Weight loss achieved with steam baths, sauna suits, etc., is due to water loss not fat and is only temporary. This could be dangerous if too much water is lost. Spot reducers are not effective because manipulation of specific body areas will not break down fat - physical effort is required for this.)

e. Jaw wiring - is a procedure to be used in only extreme cases and can be very dangerous.

(NOTE: Person risks choking, tooth and gum problems, monotonous diet of liquids, lacks nutrients and usually overindulges when jaws are unwired.)

f. Acupuncture (ear staple) - is a method of placing a staple or acupuncture needle at a specific location on the ear which is supposed to decrease hunger everytime the staple is moved. This idea is in the experiment stage; the dieter must be required to follow a low calorie diet.

(NOTE: Although few studies have been done, any weight loss is probably a result of psychological lack of appetite or limited calorie intake which may be recommended with the acupuncture.)

g. Hypnosis - has been studied and in a few cases weight loss is achieved. However, the results are usually short-lived.

F. Weight gain hints

1. Follow a balanced diet selecting from each of the four food groups.

2. Consume 1,000 calories more a day to gain 2 pounds per week; 500 calories more to gain 1 pound.

3. Cut down on any excessive activity without eliminating activity which stimulates appetite.

4. Choose high-caloric foods high in nutrients.

TABLE 11: Snacks Packed With Calories and Nutrients

56 g (2 ounces) peanuts	325 calories	120 mL (1/2 cup) raisins	205 calories
1 peanut butter sandwich	292 calories	2.5 cm (1 inch) wedge watermelon	234 calories
1 salami sandwich	380 calories	1 avocado	334 calories
56 g (2 ounces) cheddar cheese	224 calories	1 plain waffle	209 calories
240 mL (8 ounces) chocolate milk shake	421 calories	1 piece shortcake	266 calories
240 mL (8 ounces) all-milk eggnog	291 calories 291 calories	180 mL (3/4 cup) bread pudding with raisins	314 calories

Or try these: strawberries with whipped cream, raisins and peanuts, baked potato with butter and sour cream, fried bananas, fresh coconut chunks, hot popcorn with butter and peanut butter, dates stuffed with cream cheese or balls of cream cheese dipped in pecans.

5. Eat three regularly scheduled meals per day including nutritious high-caloric snacks between meals.

6. Use high-caloric cooking methods - frying, breading, creaming, etc., and add sauces, mayonnaise, dressings, jellies, etc.

7. If lack of weight is caused by pressures around you, get assistance in coping with or eliminating these pressures.

8. Gradually increase portions and eat second helpings.

9. Make time to eat even if you have a busy schedule.

G. Criteria of a good diet for weight watchers (Do AS-4 if not already completed.)

1. Meets daily requirements of a basic food plan.

2. Is not more than 1,000 calories above or below recommended daily allowance. (Refer to Tables 11, 12, 13)

3. Allows flexibility and choices which match differences in physical, social and psychological needs.

4. Matches food budget and contains foods easily obtained.

5. Avoids gimmicks, such as one specific food, reducing candy or nonfood items.

6. Teaches new eating patterns and new ways to select and prepare food.

7. Offers a pattern of eating that can be followed for a lifetime.

TABLE 12: Daily Calorie Needs For Men

Height	Small Frame	Medium Frame	Large Frame
5'2'' (157.2 cm)	1845	1965	2085
5'3'' (160.0 cm)	1890	2010	2130
5'4'' (162.6 cm)	1950	2070	2205
5'5'' (165.1 cm)	2010	2130	2265
5'6'' (167.6 cm)	2045	2175	2325
5'7'' (170.2 cm)	2115	2235	2400
5'8'' (172.7 cm)	2175	2310	2460
5'9'' (175.3 cm)	2235	2370	2520
5'10'' (177.8 cm)	2295	2430	2595
5'11'' (180.3 cm)	2355	2490	2670
6'0'' (182.9 cm)	2430	2565	2745
6'1'' (185.4 cm)	2505	2640	2820
6'2'' (188.0 cm)	2595	2730	2910
6'3'' (190.5 cm)	2670	2805	3000

TABLE 13: Daily Calorie Needs For Women

Height	Small Frame	Medium Frame	Large Frame
4'11'' (150.0 cm)	1635	1725	1845
5'0'' (152.4 cm)	1665	1770	1890
5'1'' (154.9 cm)	1695	1800	1935
5'2'' (157.5 cm)	1740	1845	1995
5'3'' (160.0 cm)	1785	1875	2040
5'4'' (162.6 cm)	1845	1950	2100
5'5'' (165.1 cm)	1890	1995	2145
5'6'' (167.6 cm)	1950	2040	2220
5'7'' (170.2 cm)	2010	2130	2280
5'8'' (172.7 cm)	2055	2175	2340
5'9'' (175.3 cm)	2115	2235	2400
5'10'' (177.8 cm)	2175	2295	2460
5'11'' (180.3 cm)	2220	2340	2505
6'0'' (182.9 cm)	2265	2415	2580

TABLE 14: Average Calorie Requirements For Teenagers

Age In Years	Calories Per Pound Per Day	
	Boys	Girls
10-12	32	29
12-14	24	23
14-18	22	18
18-22	18	16

These charts are based on average activity and disposition. If you are sedentary, deduct 10%. If you are highly active and energetic, add 10-20%.

H. Myths about calories and food

1. Margarine

   a. Myth - Margarine contains fewer calories than butter.

   b. Fact - Margarine and butter contain the same number of calories.

2. Toast

   a. Myth - Toast has fewer calories than untoasted bread.

   b. Fact - Toasting does not change the caloric value of bread.

3. Gelatin

   a. Myth - Gelatin desserts are nonfattening.

   b. Fact - Gelatin is composed of protein which has calories, additional sugar and other ingredients which supply significant calories.

4. Potatoes and bread

   a. Myth - Potatoes and bread are fattening.

   b. Fact - A baked potato or a slice of bread may have fewer than 80 calories and both are good sources of nutrients. It's the toppings which add calories.

5. Fruit

   a. Myth - Fruit has no calories.

   b. Fact - Fruit has calories from natural sugars; however, along with the calories, fruit has many nutrients.

I. Steps to follow to lose or gain weight (AS-7)

1. See your physician.

   (NOTE: Some weight problems can be caused by health disorders that will show up on a physical examination. Your physician can also let you know the best weight level for you.)

2. Set a realistic goal - 1-3 pounds per week, maximum, depending upon how much overweight or underweight you are.

(NOTE: Determine the best weight for your age, sex, body build and activity load and decide how many total pounds to lose or gain and the length of time it will take.)

3. Analyze foods eaten and eating habits.

    a. List all foods eaten each day indicating specific amounts and times eaten.

    b. Calculate calories for each food and total consumed per day.

    c. Calculate how many calories to decrease or increase each day. (1 pound of body fat represents approximately 3500 calories.)

    d. Analyze whether foods are high calorie, low calorie; also analyze cooking methods used. (Frying, roasting, etc.)

    e. Analyze how balanced in nutrients your diet is according to basic food groups.

    f. Determine where you most often eat. (In losing weight, limit eating activities to one room of house.)

    g. Determine times when you eat. (In losing weight, cut times to regular meals and snacks, keep busy during other times; in gaining weight, try to find times to eat more often.)

    h. Determine activities with which you associate eating. (In losing weight, try to avoid these activities or do something besides eat. Example: knit while watching T.V.; in gaining weight, try to increase these activities.)

4. Analyze degree of physical activity and calories used. (BB-1)

    a. List all activities during day and time spent at each.

    b. Calculate calories burned. (See Table 8.)

5. Compare number of calories consumed (step 3, B) to calories used (step 4) and make necessary changes if a sufficient discrepancy appears. Remember, however, that basal metabolism can be a determining factor in calorie use by the body. See Section III, A.

(NOTE: If trying to lose weight, calories used should exceed calories eaten; if trying to gain, calories eaten should exceed calories used.)

6. Plan foods, activities and habits and stick to your diet plan; then maintain your weight when goal is reached. (HO-3, HO-4, HO-5, and HO-6)

   (NOTE: Remember you diet should really be a change of eating habits you can live with a lifetime.)

J. Maintain a desirable weight

1. Adjust calories to match activity level to keep weight where it is.

2. Retain good eating habits, following a basic food plan; weigh weekly.

3. When weight reaches 3-5 pounds above or below what it should be, record foods, calories, and activities, etc. to analyze problem and begin more or less or change activity. (Review AS-7 and AS-8.)

III. Special Diets (AS-3, AS-9, and AS-10)

A. Convalescent diets

1. Nutrition guidelines

   a. Food should be high in nutrients but usually low in calories. Some wasting types of illnesses up calorie needs.

      (NOTE: The convalescent is usually very inactive.)

   b. Smaller and more frequent meals may be more appealing if the person does not have much appetite.

   c. Make the meal appetizing. Set the table or tray attractively using special favors, flowers or dinnerware to add color and interest. Use attractive garnishes, especially if the prescribed food appears bland.

   d. Help the person sit up comfortably, when bedfast.

   e. Use disposable dishes, cups, napkins, straws, and placemats if the disease is communicable.

   f. Clean nondisposable serving utensils and linens immediately after using. (A dishwasher with sanitizer might be best to use.)

g. Make sure the person preparing and serving the food is free of any communicable disease and uses sanitary food preparation practices.

(NOTE: In a weakened condition, even a minor cold may be serious to the convalescent.)

h. Encourage patients to feed themselves as soon as they are able.

i. Be pleasant and cheerful when serving the food.

2. Types of general diets

a. Full liquid diet - is given to patients who are too sick to eat a soft or solid diet

(NOTE: This diet is not nutritionally adequate for an extended period of time.)

Milk:	Whole milk, buttermilk, eggnog, milk shakes, cocoa, skim milk
Eggs:	Soft poached and soft boiled
Fruit & Vegetables:	Citrus, tomato, apricot, prune juices and others, strained
Meats:	Broths and sieved cream soups
Whole Grain or Enriched Cereals:	Cooked and thinned with milk
Desserts:	Ice cream, plain gelatin

b. Soft diet - is more nourishing than the liquid diet and will improve the patient's strength faster

Milk:	All forms, plus cottage cheese
Eggs:	Poached, scrambled
Fruits:	Sieved fruits
Vegetables:	Sieved vegetables, boiled or baked
Cereal-Breads:	Cooked whole grain or enriched

c. Light diet - is close to the regular balanced diet with differences in cooking and seasoning

1) No highly seasoned food

2) No fried food

3) No dishes with excess sugar or fat

4) Broiled, roasted or braised meats with excess fat removed

5) Vegetables cooked simply

6) Small portions

d. Special diets - require following carefully any instructions a doctor may give for people with diseases such as diabetes or gastro-intestinal problems. These diets may be low in sodium, fats or high in fiber.

(NOTE: Diagnosing your own dietary problems or taking advice offered by friends can delay proper medical attention and be dangerous to your health.)

B. Vegetarian diets

1. Reasons for vegetarian diets

a. Religious doctrine

b. Moral position (negative feeling about taking an animal's life)

c. Health reasons

d. Cost

(NOTE: Vegetarian alternatives are less expensive than meat.)

2. Types of vegetarians

a. Vegans - strict vegetarians who eat or drink no animal products such as the animal's flesh, eggs or milk

b. Lacto-ovo-vegetarians - those who drink milk and eat eggs but consume no other animal products

c. Lacto-vegetarians - those who drink milk but no other animal product

d. Ovo-vegetarians - those who eat eggs but no other animal product

e. Pesco-vegetarians - those who eat fish but no other animal product

f. "Semivegetarians" - those who eat fish and chicken some eat eggs, and dairy products, but no red meat

g. Fruitarians - those whose diet is composed chiefly of fruits and nuts

3. Nutritional evaluation of vegetarian diet

a. A carefully chosen vegetarian diet can be as healthy and nutritionally sound as a diet that includes meat.

(NOTE: Choosing a balanced diet is relatively easy for a lacto-ovo-vegetarian. For those who abstain from all animal products, plant protein must be used and can be teamed in such a way as to provide essential amino acids.)

b. A vegetarian diet that is selected haphazardly can be detrimental to health and may cause:

1) Slow growth and development in children, teenagers and pregnant women.

(NOTE: Children can be raised on meatless diets but total vegetarian types of diets are not adequate for youngsters.)

2) Retardation.

3) Anemia (animal flesh and organs are excellent sources of iron)

4) Calcium, Riboflavin and Vitamin D deficiencies when milk and other similar dairy products are restricted.

5) B12 deficiency when all animal products are restricted.

c. Research has not shown that vegetarian diets make people healthier.

(NOTE: Vegetarians may seem healthier, however, because they tend to be more careful about all aspects of good health, they have to know about nutrition to make wise food choices, they tend to avoid drinking and snacking and tend to be more interested in physical fitness.)

C. Athletic diets (AS-11 and BB-3)

1. Balanced diet - Athletes do not need special foods to enhance training and performance. By virtue of their increased activity, caloric needs are increased and food intake increases to meet this demand. Since nutrients are found in food, additional food intake will naturally increase nutrient intake.

(NOTE: No increase in protein is needed. The amount provided in a balanced diet is sufficient. Research has pointed out that there is no benefit from extra protein for the athlete. Coaches are often responsible for promoting unusual, unbalanced diets unless they have had training in nutrition.)

2. Carbohydrates, particularly starches, eaten three hours prior to an athletic event will supply necessary energy. The athlete's usual diet should be well-balanced from a basic food plan with additional servings of breads and cereals to meet increased energy needs.

3. Water is needed in increased amounts.

   (NOTE: If fluids are not replaced, the body becomes dehydrated. When dehydrated, the body is tired, less efficient and prone to accidents. Glucose drinks or salt solutions are not any better than fruit juices; under conditions of extreme perspiration, plain water is NOT a good idea. Streneous exercise alters the sensation of thirst so that a planned schedule for consuming water should be followed. Water is the only nutrient of greater importance to athletes than non-athletes.)

4. Additional sodium should be consumed after the athletic event.

   (NOTE: This should be taken by adding salt - which contains sodium and chloride - to your food. Avoid concentrated salt solutions and salt tablets.)

5. B-Vitamins need to be increased since these vitamins help release energy from carbohydrates and fats in food.

   (NOTE: However, no vitamin pills should be necessary if a balanced diet is eaten.)

6. Weight change guidelines

   a. Crash diets, semistarvation diets, spitting and sweat baths to lose weight for competition may be dangerous to health and interfere with performance. (Routinely practiced by boxers and wrestlers.) These practices eliminate water from the body. Water is essential if the body needs to generate energy.

   b. Lose or gain only 1-3 pounds of weight per week, after checking with a physician when getting in shape for competition.

c. Using hormones to increase muscle mass and improve performance is dangerous to one's health and should not be used under any circumstance unless an existing hormone deficiency has been diagnosed.

7. Pre-event and post-event eating guidelines.

   a. Eat a light meal such as soup, sandwich, and fruit or juice; avoid heavy, fatty meals.

   b. Time your meal so your stomach is empty during competition.

   (NOTE: Eat about three hours before the event; eat carbohydrate foods which digest quickly and supply energy quickly and efficiently; avoid fat which slows down digestion.)

   c. Eat enough food to prevent you from feeling hungry during the event.

   d. Drink plenty of fluids prior to the event.

   (NOTE: Water and fruit juices are best.)

   e. Avoid foods that might cause gas and discomfort. (Examples: onions, dried beans, turnips, cauliflower, and cabbage)

   f. Cut down on the bulk in your diet prior to endurance event.

   (NOTE: Two days before competition, reduce the fiber in your diet.)

   g. Eat foods you enjoy and those you feel improve your performance if they make you feel better.

   (NOTE: Psychologically these are valuable, even though no food has been found to actually enhance physical performance.)

   h. Liquid meals are recommended by some coaches for athletes who become nauseated before competition but these are not nutritionally complete and can be dangerous if eaten regularly.

   i. "Glycogen loading" is the practice of storing an additional source of energy in the muscles and is not recommended.

   (NOTE: Several days before the event, the athlete goes on a planned program of certain exercises and eats a specific diet which causes the body to deposit more glycogen in muscles. This procedure is not recommended for high school athletes because it may interfere with growth. A balanced diet is best.)

j. After the event, a balanced meal or nutritious snack with a little extra salt and plenty of fluid should be consumed.

D. Myths about food and athletes

1. Steak

a. Myth - Steak is the best source of protein for an athlete.

b. Fact - Other meats, fish, poultry, eggs, dairy products, etc., all provide the eight or more essential amino acids necessary for building and repairing muscles and tissues. Protein is also present in plant products such as breads and cereals. When combined with animal proteins, plants can increase total protein intake of a meal.

2. High protein diet

a. Myth - A high-protein diet will build larger and stronger muscles.

b. Fact - Only training conditioning, overall health and a balanced diet can together improve strength.

3. Milk

a. Myth - Drinking milk before an event will slow a person down, making breathing more difficult, upset the stomach or give a dry mouth.

b. Fact - No evidence shows that milk hinders speed or breathing. A dry mouth is usually caused by one's emotional state, not diet.

4. Tea

a. Myth - Tea is a good pre-game beverage.

b. Fact - Since tea, coffee and carbonated beverages all contain caffeine which stimulates the nervous system, they are not recommended for athletes who are already excited or nervous.

5. Quick-energy foods

a. Myth - Quick-energy foods (honey, glucose, drinks, and candy) should be eaten just before short-endurance events for quick energy.

b. Fact - For healthy individuals, these foods offer no immediate energy since nutrients must be digested, absorbed, and circulated to supply energy.

Immediate energy for an event comes from the glucose already present in the blood stream or from the glucose stored in the muscles and liver cells People whose blood glucose drops too low can quickly up their supply of glucose by consuming simple sugars.

c. Fact - Although sugary foods provide carbohydrates for energy, it is nutritionally better to eat complex carbohydrate foods including potatoes, rice, bread, etc. These foods contribute additional nutrients.

6. Restricted fluid intake

   a. Myth - Restrict fluid intake during an athletic event by quenching thirst with ice cubes.

   b. Fact - Restricting fluid intake during an athletic event will not enhance performance, in fact, it could interfere. Thirst will only be quenched temporarily by ice cubes but they will not be sufficient to replace body fluids.

7. Spices

   a. Myth - Avoid spices on foods before competition.

   b. Fact - Some spices often irritate the digestive tract, however, each person reacts differently to spices.

8. Thirst

   a. Myth - Thirst is a good indication of the need for water.

   b. Fact - In competition, the athletes may not feel thirsty when they need water.

IV. "Health Foods" and Nutrition (AS-12)

A. Characteristics of "natural foods"

(NOTE: The term "natural" is meaningless because it is used in so many ways as an advertising gimmick.

1. Contain no preservatives, or no artificial preservatives

2. Some are minimally processed; some are not processed at all. However, the term is even used with foods which have undergone extensive processing.

3. Are not necessarily "superior" to other foods - in other words, not necessarily more nutritious

B. Characteristics of organic foods

1. Plant foods produced without synthetic fertilizers

   (NOTE: They are grown in soil, rich in organic matter from animal manure or decayed plants.)

2. Research does not support the idea that foods grown with organic fertilizers are any more nutritious than those grown with synthetic fertilizers.

3. Pesticides are not used on organically grown food. However, pesticides are found throughout our environment so even organically grown foods have traces in them.

   (NOTE: However, pesticide use is carefully monitored to keep it at a safe level on foods.)

4. Usually more expensive

5. No laws to protect the consumer use of such products, that is, to guarantee people will get what they think they are paying for.

6. Organic foods may or may not contain additives.

7. Most organic foods spoil quickly, if they lack preservatives.

C. Food quackery - false claims that food will cure diseases, etc.

1. Followers of food fads seek quick answers and possess certain characteristics:

   a. They may be looking for a miracle to make them instantly healthy, give them more hair, keep them young.

   b. They may express their values through their food choices, e.g., exclude meat from the diet because they profess to value life.

   c. They may feel invincible because they eat larger amounts of certain foods, e.g., meat or rice.

   d. They would rather treat themselves versus trusting a doctor to diagnose their health problems.

e. They want to be fashionable by eating the "in" food.

f. They study one or several food elements in detail so that they sound knowledgeable to others when discussing dieting patterns.

g. They may choose certain foods because they give them a sense of stability in an uncertain world.

(NOTE: Many people seek unorthodox health care because something is viewed as better than nothing. When an individual suffers from a degenerative disease such as arthritis or a genetic disease such as muscular dystrophy, there are no known cures for these conditions. Therefore, individuals suffering such health problems seek any outlet that can provide some relief.)

D. Food and nutrition myths

1. Lecithin

a. Myth - Lecithin is a valuable antidote for many diseases such as heart disease, dry skin, nervous disorders, arthritis, and for weight loss.

b. Fact - Large doses of lecithin have not been proven to have any specific effect on these diseases or disorders.

2. Eggs

a. Myth - Eggs with brown shells are more nutritious than eggs with white shells.

b. Fact - Shell color makes no difference nutritionally.

3. Fish

a. Myth - Fish is brain food.

b. Fact - Fish is no better for the brain than other protein-rich food.

4. Vitamins

a. Myth - Everyone should take vitamins to insure good health.

b. Fact - With a balanced diet, vitamin pills should not be needed; they can be dangerous to your health if taken in excess. Do not take vitamin pills unless recommended by a physician or dietician.

5. Organic and natural foods

   a. Myth - People who eat strictly organic and natural foods tend to live longer.

   b. Fact - "Health" food will not cause you to live longer, nor is it nutritionally superior to regular food although it may be about three times as expensive.

6. Yogurt

   a. Myth - Yogurt is more nutritious than milk.

   b. Fact - Plain yogurt is an excellent source of calcium and protein and is generally as nutritious as the milk from which it was made. Fruit flavored yogurts have more calories from the added sugar and fewer milk nutrients cup for cup.

7. Orange juice

   a. Myth - Drinking lots of orange juice for its Vitamin C will help cure a common cold.

   b. Fact - There is no known cure for the common cold. Vitamin C may help lessen a cold's severity, but not cure it. Large intakes of Vitamin C are an economic waste and could be hazardous.

8. Fertilized eggs

   a. Myth - Fertilized eggs have a higher nutritional value than unfertilized eggs.

   b. Fact - Fertilized eggs do not have a higher nutritional value than unfertilized eggs (except for the additional value of the sperm cells content). Fertilized eggs may cost as much as 20¢ more a dozen.

9. Carrot juice

   a. Myth - Carrot juice relieves leukemia.

   b. Fact - Carrot juice does not relieve leukemia.

10. Garlic

   a. Myth - Garlic reduces blood pressure.

   b. Fact - Garlic does not reduce blood pressure, it does have bactericidal action.

11. Apple cider

   a. Myth - Apple cider vinegar is a general cure-all.

   b. Fact - Apple cider vinegar is not a general cure-all. It's not even that nutritious.

12. Honey

   a. Myth - Honey is a general cure-all.

   b. Fact - Honey is not a cure-all, it's nutritionally similar to sugar.

13. Royal jelly

   a. Myth - Royal jelly aids sexual rejuvenation.

   (NOTE: Bee's produce this to feed a bee larva to form the "Queen Bee".)

   b. Fact - Royal jelly does not aid sexual rejuvenation.

14. Onions

   a. Myth - Onions cure colds or purify the blood.

   b. Fact - Onions do not cure colds or purify the blood.

15. Nutmeg

   a. Myth - Nutmeg is brain food.

   b. Fact - Nutmeg is not a brain food.

16. White bread and flour

   a. Myth - White bread and white flour are not as nutritious as whole wheat bread and flour.

   b. Fact - Breads and flour have been enriched with three B Vitamins and iron. Whole grain flour products do contain many other vitamins and minerals which are not added back to the refined flour products.

17. Combination of natural foods

   a. Myth - The combination of milk and oysters, milk and fish, ice cream and oysters, milk and cucumbers, and milk and lettuce are harmful.

   b. Fact - No evidence demonstrates that combinations of natural foods such as these are detrimental to good health.

18. Wine

    a. Myth - Wine makes blood.

    b. Fact - There is no single food which is responsible for making blood.

19. Vitamin E

    a. Myth - Vitamin E is valuable for human fertility, muscular strength and control of heart disease.

    b. Fact - There is no evidence that this vitamin is helpful for any of these various conditions.

20. Heart disease

    a. Myth - Heart disease can be caused by drinking ice water.

    b. Fact - Drinking this liquid will not cause heart disease.

21. Honey

    a. Myth - Honey is superior to granulated sugar as a sweetener.

    b. Fact - Honey's sweetness comes from glucose and fructose, the same sugars that table sugar yields during digestion.

22. Raw milk

    a. Myth - Raw milk is better than pasturized.

    b. Fact - Raw milk can actually be unsafe to drink unless it is monitored and certified since pasteurization destroys harmful bacteria.

23. Granola

    a. Myth - Granola is more nutritious than other cereals.

       (NOTE: Granola recipes with oats and wheat germ can contain quite a few vitamins and minerals.)

    b. Fact - Some granola has so much honey added that it has as much sugar as other presweetened cereals. Unless fortified, granola lacks iron and some other nutrients. Most ready-to-eat breakfast cereals are fortified with many vitamins and minerals.

24. Vinegar and honey

    a. Myth - Vinegar and honey can help cure rheumatism and arthritis.

    b. Fact - Neither item has an effect on these conditions. Honey will only add calories to the diet.

25. Raw sugar

    a. Myth - Raw sugar is more nutritious than refined sugar.

    b. Fact - They are essentially the same; the traces of minerals in raw sugar add little to the total day's needs.

V. Sources of Correct Nutritional Information (AS-13)

A. Evaluate speaker of nutritional information by asking yourself the following questions:

(NOTE: Often, the author's name and credentials are not evident. Many of these questions can be applied to printed materials. "No" answers to questions 1 and 2 and "Yes" answers to questions 3 and 7 should raise doubt.)

1. Is this person well qualified to speak as an expert in nutrition? Explain qualifications.

2. Does this person have the approval of a professional association in the nutrition field, such as the American Dietetic Association?

   (NOTE: Quacks often start their own organization with legitimate-sounding names.)

3. Is this really a sales presentation to advocate or promote a certain product or sell a book? (Usually prices are high)

4. Does this person misrepresent basic facts of nutrition in the presentation?

5. Does this person use emotional tactics to try to convince the audience?

6. Does this person discount or ridicule respected authorities in the field, including their research?

7. Does this person exaggerate, quote out of context and sprinkle in a few unfamiliar scientific terms to impress you?

B. Reliable nutritional information sources

1. Local sources
    a. Home economics teacher
    b. School nurse
    c. Hospital dietician
    d. Librarian
    e. Health educator
2. County and state sources
    a. Food and nutrition editor of area newspaper
    b. Cooperative Extension Specialists (County Court House)
    c. Area hospital dietician
    d. County and State Departments of Health
    e. District Dairy Council (St. Louis and Kansas City)
    f. Missouri Pork Producers (county)
    g. Missouri Egg Merchandising Council
    h. Turkey Growers Association
3. Regional and national resources

    a. American Dietetic Association
    430 N. Michigan Ave.
    Chicago, IL 60610

    b. American Home Economics Association
    2010 Massachusetts Ave. NW
    Washington D.C. 20036

    c. American Medical Association
    535 N. Dearborn Street
    Chicago, IL 60610

    d. Food and Drug Administration
    5600 Fishers Lane
    Rockville, MD 20857

    Regional Offices:
    1009 Cherry Street
    Kansas City, MO 64106
    (816) 374-3817

American Council on Service & Health
1995 Broadway
New York, NY 10028
(312) 362-7044

St. Louis Inspection Post
1114 Market St.
Room 755
St. Louis, MO 63101
(314) 425-5021

e. United States Department of Agriculture
Room 507A
Washington, DC 20250

Calorie Chart. Fast Food Restaurants

ARBY'S

	CALORIES
Roast Beef Sandwich	434
Super Roast Beef Sandwich	691
Junior Roast Beef Sandwich	250
Swiss King Sandwich	614
Ham 'N' Cheese Sandwich	457
Turkey Sandwich (w/o dressing)	328
Turkey Sandwich (w/dressing)	433
Turkey Deluxe	438

BURGER KING

	CALORIES
Hamburger	214
Cheeseburger	270
Whopper	574
French Fries	266
Vanilla Shake	340

ONG JOHN SILVER

	CALORIES
Fish w/Batter (1 pc. order)	216
Fish w/Batter (2 pc. order)	431
Peg Legs w/Batter (5 pc. order)	514
Tresure Chest (1 pc. fish & 3 peg legs)	525
Shrimp w/Batter (6 avg. order)	269
Clams w/Batter	465
Oysters w/Batter	460
Fryes (3 oz. serving)	250
Coleslaw (4 oz. serving)	133
Corn on the Cob (1 ea. serving)	174
Hush Puppies (3 per order)	134

PIZZA HUT

1/2 of a 10" pizza (3 slices)	Thick 'N' Chewy	Thin 'N' Crispy
Beef	622	490
Pork	635	524
Cheese	555	449
Pepperoni	557	427
Supreme	639	505

DAIRY QUEEN

	CALORIES
"Brazier"	250
"Brazier" Cheeseburger	310
Big "Brazier"	510
Big "Brazier" Cheeseburger	600
Big "Brazier" Deluxe	540
Super "Brazier"/The Half Pounder	850
"Brazier" Dog	270
Super "Brazier" Dog	500
"Brazier" Chili Dog	330
Super "Brazier" Chili Dog	570
"Brazier" Barbecue	280
Bosn's Mate Fish Sandwich	340
"Brazier" French Fries	200
"Brazier" Onion Rings	300
Cone - Small	110
Cone - Medium	230
Cone - Large	340
Dipped cone (chocolate) Small	160
Dipped Cone (chocolate) Medium	310
Dipped Cone (chocolate) Large	450
Sundae (chocolate) Small	190
Sundae (chocolate) Medium	300
Sundae (chocolate) Large	430
Malt (chocolate) Small	400
Malt (chocolate) Medium	580
Malt (chocolate) Large	830
Hot Fudge "Brownie Delight" Sundae	580
Banana Split	580
Parfait	460
"Dilly" Bar (chocolate)	240
D.Q. Sandwich	190
Buster Bar (chocolate)	390

ARTHUR TREACHER'S FISH & CHIPS

	CALORIES
Fish (2 pcs.)	343
Chips	274
Coleslaw	121
Shrimp (1 pc.)	16

McDONALD's

	CALORIES
Hamburger	260
1/4 Pounder with Cheese	520
1/4 Pounder	420
Big Mac	550
French Fries	210
Chocolate Shake	364
Egg McMuffin	352

KENTUCKY FRIED CHICKEN

(Fried chicken, mashed potatoes & gravy, coleslaw, roll) 3-piece dinner

	CALORIES
Original	830
Crispy	950

TACO TICO

	CALORIES
Burrito	300
Enchilada	300
Sancho	375
Taco Burger	300
Tostada	187

TACO BELL

	CALORIES
Beans (whipped) Burrito	345
Bell Burger	243
Enchirito	391
Frijoles	231
Taco	146
Tostada	206

HARDEE'S

	CALORIES
Big Twin	450
Cheeseburger	320
Deluxe	550
Fish Sandwich	400
French Fries	180
Hamburger	250
Pork T.	500
Roast Beef Sandwich	375

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*These caloric values are provided through the courtesy of each company listed.

HO-2

What Is A Serving?

Milk & Dairy Group

1 8-oz. cup milk = 1 serving
1 1/2-oz. (1" cube) cheddar cheese = 1/2 serving
1 oz. processed cheese = 1 serving
1/2 cup ice cream = 1/3 serving
1/2 cup cottage cheese = 1/4 serving

PEANUT BUTTER

Meat Alternatives

2 to 3-oz. lean, cooked meat, poultry, fish = 1 serving
1 egg = 1 serving
1/2 to 3/4 cup cooked, dry beans = 1 serving
2 tablespoons peanut butter = 1 serving
1/4 to 1/2 cup nuts = 1/3 serving

Instant
Cereal

Bread Group

1 slice bread = 1 serving
1/2 to 3/4 cup cooked cereal (rice, noodles, etc.) = 1 serving
1 oz. ready-to-eat cereal = 1 serving

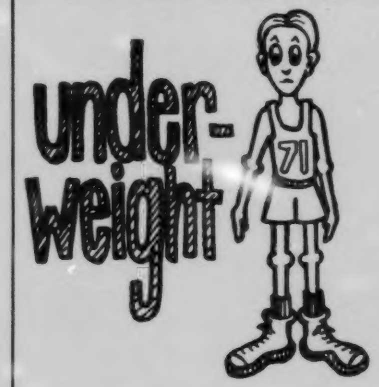
Fruit Cocktail

Fruits and Vegetables

1/2 cup = 1 serving
1 medium apple, potato, etc. = 1 serving

Family Menus For A Day: Showing Variations For the Overweight and Underweight

over-
weight



BREAKFAST		
1 orange or 1/2 grapefruit	Same	Same
1 poached or boiled egg	Egg of choice	Egg of choice
1 thin slice whole wheat or enriched bread	Same	2 slices
	Bacon, if desired	Bacon or meat, if desired
1 teaspoon butter or other fat	Same	2 teaspoons
1 glass whole milk	Same	Same
		Cereal, whole grain or enriched, with cream
LUNCH		
[illegible] ounce hamburger and bun	Same	Same with cheese
1 vegetable, cooked, or salad	Same	Same
Salad dressing of lemon juice	Choice	Choice
1 teaspoon butter or other fat	Same	Same
1 glass whole milk	Same	Same
	Fruit or milk dessert	Same, plus cake or cookie, if desired; and cream on fruit, if desired
DINNER		
1 lean pork chop	Same	Chop with fat
1 small potato baked or boiled in skin	1 medium potato	1 medium to large potato
1 serving green or yellow vegetable	Same	1 to 2 servings
3/4 cup raw salad	Same	1/2 cup
Lemon juice dressing	Choice	Choice
1 glass whole milk	Same	Same
1 teaspoon butter or other fat	Same	2 teaspoons
	Enriched or whole grain bread, if desired	Same
Plain raw fruit, if no salad	Gingerbread and apple sauce	Same, plus whipped cream on gingerbread
SNACK		
[illegible]lass milk	Same	Same, with bread and butter or fruit

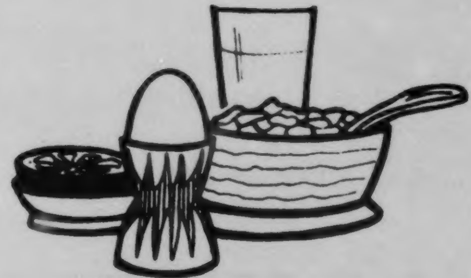
HO-4

Examples of 3 Daily Diets

1,000-Calorie Daily Diet

Breakfast

Fresh fruit or juice	1 serving-1/2 cup
Egg-cooked without fat	1
or	
Cereal	1 small serving
Bread	1 slice
Butter or margarine	1 level teaspoon
Skim milk or buttermilk	1 glass–6 ounces



Lunch

Lean meat, fish, or poultry	3 ounces (cooked)
Vegetables (raw or cooked)	1/2 cup cooked raw, freely
Skim milk or buttermilk	1 glass–6 ounces
Fruit (raw, cooked or canned without sugar)	1 serving–1/2 cup

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Dinner

Cottage cheese or lean meat	1/2 cup of cheese or 2 ounces of meat
Vegetables (raw or cooked)	1/2 cup cooked raw, freely
Skim milk or buttermilk	1 glass–6 ounces
Fruit (raw, cooked or canned without sugar)	1 serving–1/2 cup

Lowfat cottage cheese

1,200-Calorie Daily Diet

Breakfast

Fresh fruit or juice	1 serving--1/2 cup
Egg--cooked without fat	1
or	
Cereal	1 small serving
Bread	1 slice
Butter or margarine	1 level teaspoon
Skim milk	1 glass--6 ounces
Clear coffee or tea	

Toasty Wheat

Lunch

Lean meat, fish, or poultry	4 ounces (cooked)
Vegetables (raw or cooked)	1/2 cup cooked raw, freely
Potato or bread	1 small potato or 1 slice of bread
Butter or margarine	1 level teaspoon
Skim milk	1 glass--6 ounces
Fruit (raw, cooked or canned without sugar)	1 serving--1/2 cup

Skim milk
Skim milk

Dinner

Cottage cheese or lean meat	1/2 cup of cheese or 2 ounces of meat
Vegetables (raw or cooked)	1/2 cup cooked raw, freely
Skim milk	1 glass--6 ounces
Fruit (raw, cooked or canned without sugar)	1 serving--1/2 cup

green beans

1,500-Calorie Daily Diet

Breakfast

Fresh fruit or juice	1 serving--1/2 cup
Egg--cooked without fat	1
or	
Cereal	1 serving of cereal (1 cup, prepared, or 1/2 cup, cooked)
Bread	1 slice
Butter or margarine	1 level teaspoon
Skim milk	1 cup--8 ounces
Coffee or tea	
Cream	1 tablespoon

Lunch

Lean meat, fish, or poultry	4 ounces (cooked)
Vegetables (raw or cooked)	1/2 cup cooked raw, freely
Potato	1 small
Butter or margarine	1 level teaspoon
Skim milk	1 cup--8 ounces
Fruit (raw, cooked or canned without sugar)	1 serving--1/2 cup

Dinner

Cottage cheese or lean meat	1/2 cup of cheese or 2 ounces of meat
Vegetables (raw or cooked)	1/2 cup cooked raw, freely
Bread	1 slice
Butter or margarine	1 level teaspoon
Skim milk	1 cup--8 ounces
Fruit, plain custard, or plain cookies	1/2 cup of fruit or custard, or 2 cookies

Sample Weight-Gain Menu For A Woman

	kJ	Calories
Breakfast		
Orange juice, 200 mL (6 ounces)	335	80
Cream of wheat, 175 to 200 mL (2/3 to 3/4 cup cooked with 1/2 banana	439	105
Half and half, 50 mL (1/4 cup)	335	80
Poached egg	322	77
Bacon, 3 slices	649	155
Whole wheat toast, 2 slices	502	120
Butter or margarine, 15 mL (1 tablespoon)	418	100
Jam, 15 mL (1 tablespoon)	230	55
Coffee, with sugar	188	45
	3418	817
Midmorning		
Orange, 1 medium	314	75
Lunch		
Tossed salad with sliced tomato and avocado (1/4)	397	95
1000 Island dressing, 15 mL (1 tablespoon)	314	75
Creamed beef, 200 mL (3/4 cup) on 1 slice toast	1569	375
Hard whole wheat roll	251	60
Butter or margarine, 10 mL (2 teaspoons)	276	66
Ice cream, 125 mL (1/2 cup)	573	137
Raspberries, 175 mL (2/3 cup)	230	55
Milk, 250 mL (8 ounces)	690	165
	4300	1028
Midafternoon		
Chocolate milk, 250 mL (8 ounces)	795	190
Dinner		
Cream of celery soup, 200 mL (3/4 cup)	544	130
Crackers, 2	188	45
Cottage cheese, 50 mL (1/4 cup) and mixed fruit salad, 125 mL (1/2 cup) with mayonnaise dressing, 10 mL (2 teaspoons)	690	165
Pork chops, 2 lean, broiled	920	220
Apple jelly, 15 mL (1 tablespoon)	230	55
Baked potato, 1 medium	397	95
Butter or margarine, 15 mL (1 tablespoon)	418	100
Peas, 125 mL (1/2 cup)	230	55
Custard pie, (1/6 of a 22.5 cm, 9 inch) pie	1464	350
Coffee, with sugar	188	45
	5269	1260
Evening		
Milk, 250 mL (8 ounces)	690	165
Chocolate chip cookies, 2 small	335	80
Total Approx.	15,000	3600

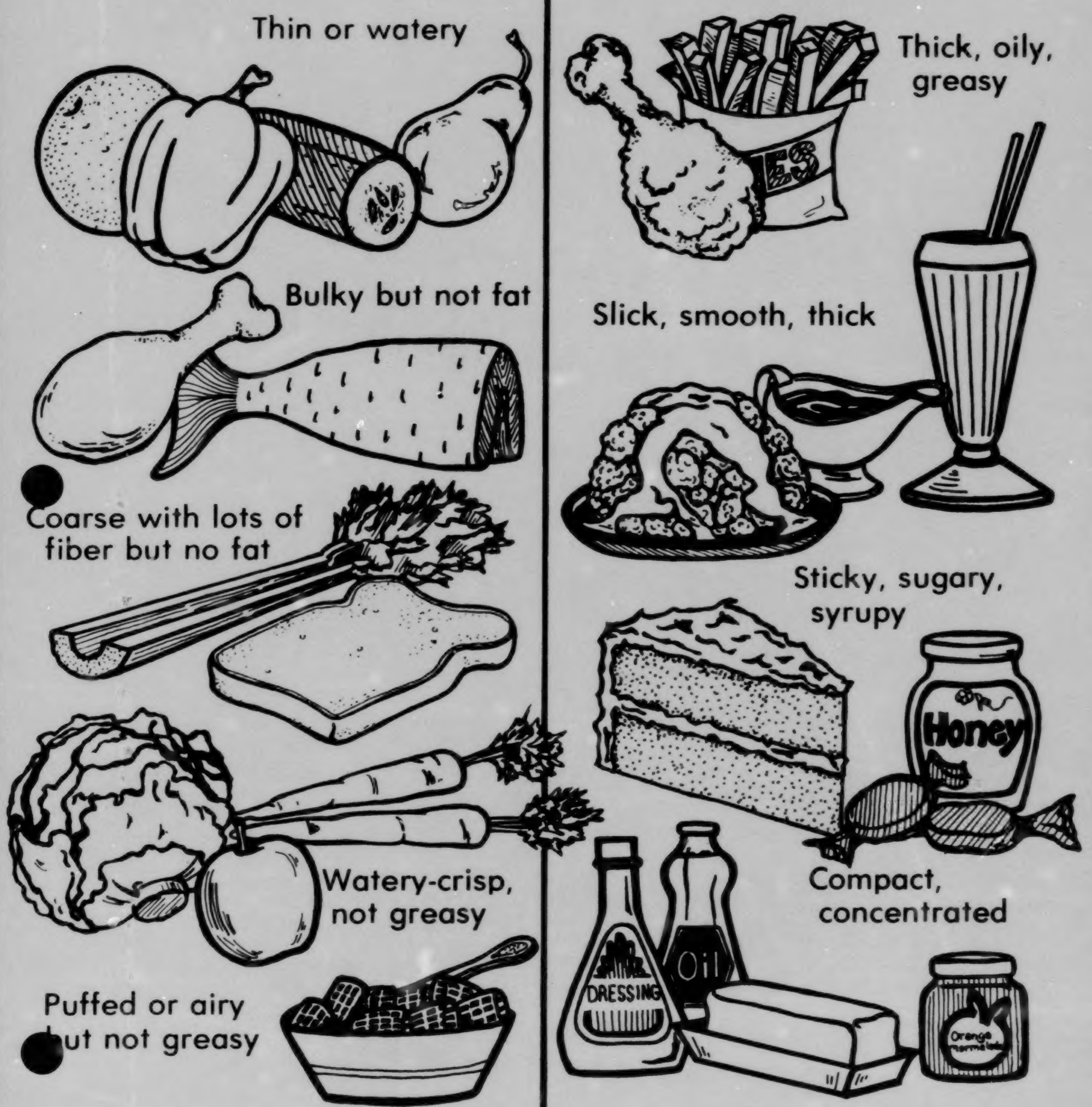
Low Kilojoule (Calorie) Diets: Sample Menus

	5000 kJ 1200 Calories	6700 kJ 1600 Calories
Breakfast		
Orange, sliced	1 medium	1 medium
Soft-cooked egg	1	1
Toast	1 1/2 slices	1 1/2 slices
Butter or margarine	5 mL (1 teaspoon)	5 mL (1 teaspoon)
Milk	250 mL (1 cup) skim	250 mL (1 cup) whole
Coffee or tea	As desired	As desired
Lunch		
Clear broth	As desired	As desired
Salad (cottage cheese tomato, lettuce leaf)	125 mL (1/2 cup)	125 mL (1/2 cup)
Chicken	56 g (2 ounces) [white meat only]	56 g (2 ounces) [white meat only]
Green peas	0	125 mL (1/2 cup)
Baked apple, unsweetened	1 small	1 small
Bread	1 1/2 slices	1 1/2 slices
Butter or margarine	5 mL (1 teaspoon)	5 mL (1 teaspoon)
Milk	250 mL (1 cup) skim	250 mL (1 cup) whole
Coffee or tea	As desired	As desired
Dinner		
Roast beef, lean	84 g (3 ounces)	112 g (4 ounces)
Carrots, plain	125 mL (1/2 cup)	125 mL (1/2 cup)
Tossed vegetable salad with vinegar	200 mL (3/4 cup)	200 mL (3/4 cup)
Pineapple, unsweetened	125 mL (1/2 cup)	125 mL (1/2 cup)
Bread	1 slice	1 slice
Butter or margarine	5 mL (1 teaspoon)	10 mL (2 teaspoons)
Coffee or tea	As desired	As desired
Snack		
Peach	0	1 medium

Learn To Spot Calories In Food

Low calorie

High calorie


Thin or watery
Bulky but not fat
Coarse with lots of fiber but no fat
Watery-crisp, not greasy
Puffed or airy but not greasy
Thick, oily, greasy
ES
Slick, smooth, thick
Sticky, sugary, syrupy
Honey
Compact, concentrated
DRESSING
OIL
Orange marmalade

"Mirror, Mirror, On The Wall"

Mirror test procedure—

Stand in front of mirror without clothing.

Ask yourself—

How do I look?

Are there bulges and flab?

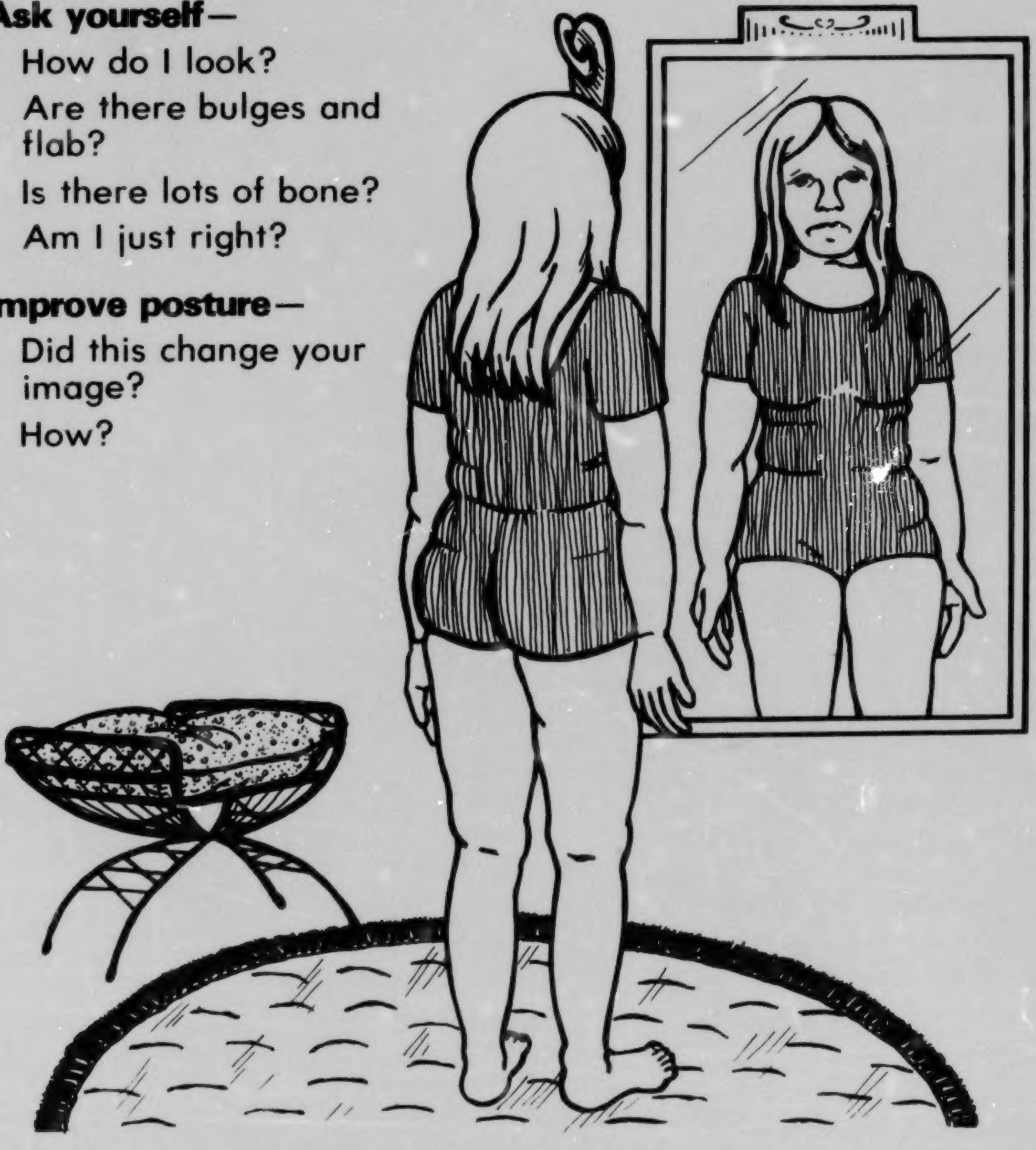
Is there lots of bone?

Am I just right?

Improve posture—

Did this change your image?

How?

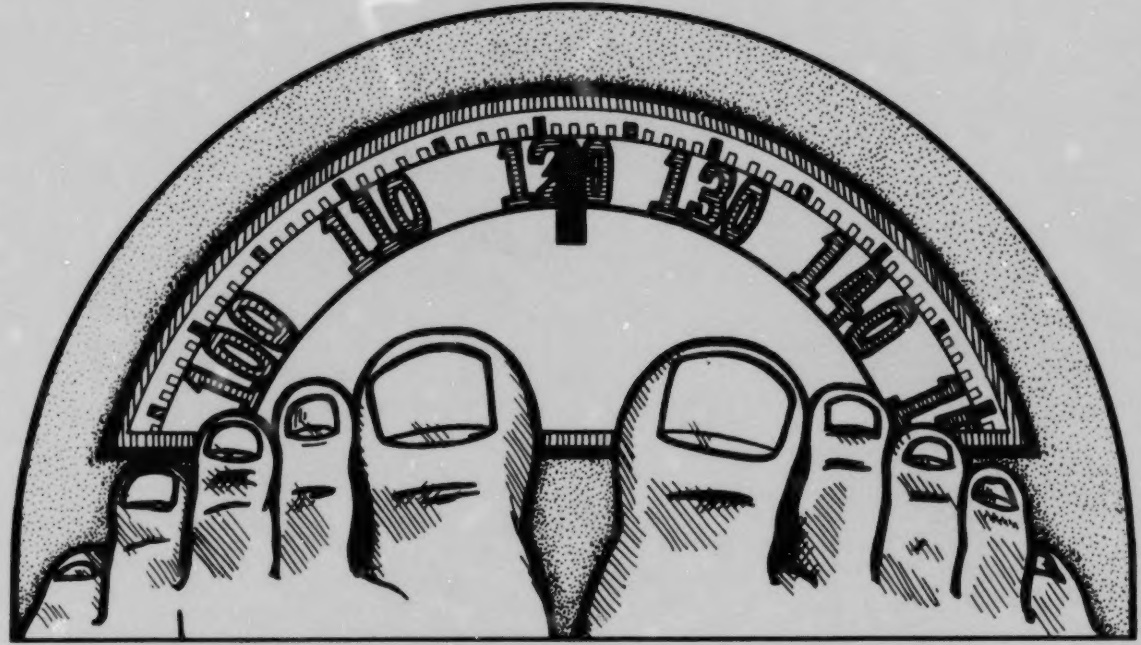


NUTRITION FOR SPECIAL NEEDS
UNIT IV

NAME ______________________________ **SCORE** __________

ASSIGNMENT SHEET #1: WHAT DO YOU KNOW ABOUT WEIGHT CONTROL?

Directions: Answer the following questions to the best of your ability.



1. Are you controlling your weight?
   a. Are you overweight? How do you know?
   b. Are you underweight? How do you know?
2. Do you think you will ever have a weight problem in the future?
   Why?
3. Do any members of your family have a weight problem? If so, underline who:
   Father Mother Sister Brother
4. What percentage of your friends have a weight problem? Underline:
   0% 5% 10% 20% 50% 75%
5. What percentage of your classmates have a weight problem? Underline:
   0% 5% 10% 20% 50% 75%
6. What percentage of people in the U.S. are overweight? Underline:
   5% 15% 25% 40% 60% 80%
7. Why is weight control important? ______________________________
8. What causes a person to have weight problems? ______________________________
9. How does a person know if they have a weight problem? ______________________________
10. Can a person do anything about his/her weight problem? If so, what? ______________________________
11. Why should you learn about weight control even though you do not have a weight problem? ______________________________

NUTRITION FOR SPECIAL NEEDS
UNIT IV

NAME ______________________________ SCORE __________

ASSIGNMENT SHEET #2: CROSSWORD PUZZLE - WEIGHT CONTROL

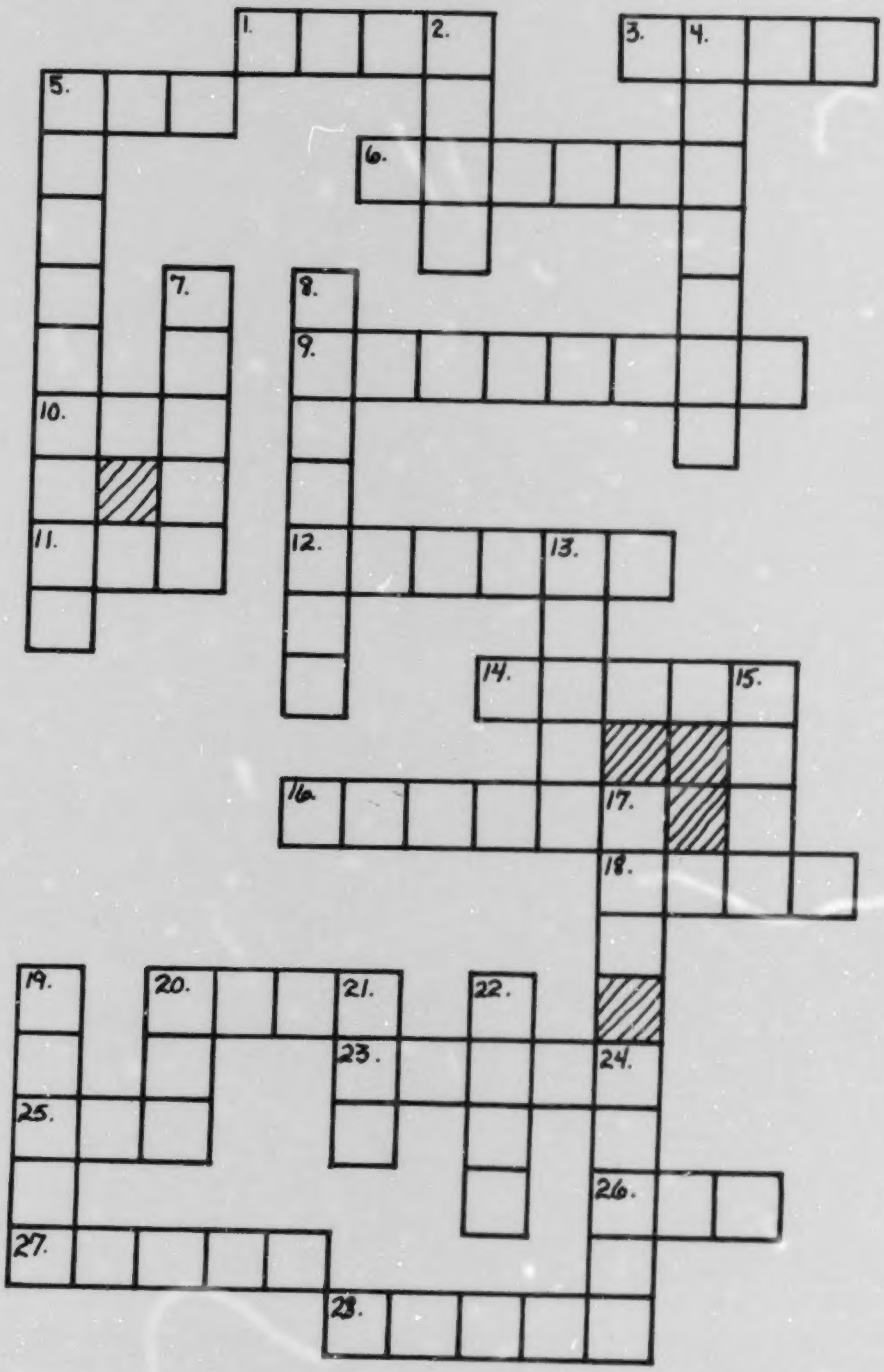
Directions: Without using your information sheets, complete the puzzle on the following page, using the clues provided below.

DOWN

2. Your eating habits.
4. Condition of body when not enough carbohydrates are eaten.
5. Rate at which the body uses energy.
7. Weight that makes you feel and look good.
8. Unit of measuring heat energy.
13. Another name for skin-fold test.
15. Metabolic __________.
17. 2,000 pounds equal a _____.
19. Unsafe type of weight loss diet.
20. A type of diet that is fashionable.
21. Who you should see before starting a weight control plan (short form).
22. Proper weight will keep us __________.
24. High fat, high sugar foods contribute this "kind" of calories.

ACROSS

1. Skin _____ thickness measures fat.
3. About 50% of fat is beneath the surface of the _____.
5. Sex which generally has less body fat and a higher metabolic rate.
6. One must compare weight to ____.
9. Loss of appetite which can lead to illness.
10. About 3500 Kcalories are in ___ pound(s) of fat.
11. Ketosis can make you feel _____.
12. When you prepare food, it's a good idea to follow a ______.
14. A person with anorexia nervosa is severely _____ weight.
16. Height-______ table.
18. An ______ weight person is 10-20% above ideal weight.
20. Nutrients are found in ______.
23. An _______ person has excessive amounts of body fat.
25. Fruits ___ vegetables group
26. Sugary, flavored, carbonated water
27. Behavior which you repeat.
28. Sugary food that provides calories and few vitamins or minerals.


1.
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NUTRITION FOR SPECIAL NEEDS
UNIT IV

NAME ____________________________________ SCORE ________

ASSIGNMENT SHEET #3: WORD SCRAMBLE - SPECIAL DIETS AND NUTRITION

Directions: Unscramble the words below which relate to nutrition for special situations. Find the secret phrase by unscrambling the circled letters. The first letter of each word is underlined for you. A slash (/) indicates answer contains two words.

1. AYUEKQRFODOC _ _ _ _ / _ ◯ _ _ _ _ _ _
2. ETOGRICANZILREIFR _ _ ◯ _ _ _ _ / _ _ _ _ _ _ _ _ _ _
3. THYM _ _ _ ◯
4. CUSOGEL _ _ _ _ ◯ _ _
5. ZILERITRFESICNYTEHE _ _ _ _ _ _ _ ◯ _ / _ _ _ _ _ _ _ _ _ _
6. COYGELNG _ ◯ _ _ _ _ _ _
7. TEGAVNAIR _ _ _ _ ◯ _ _ _ _
8. THODOFSLEAH ◯ _ _ _ _ _ / ◯ _ _ _ _
9. ILACGNODNGGYOEL _ _ _ _ _ _ _ _ _ / _ _ _ ◯ _ _ _
10. SOFAUANTRLOD _ _ _ _ _ _ _ / ◯ _ _ _ _
11. OGNCODRAIFOS ◯ _ _ _ _ _ _ / _ _ _ _ _
12. TSEPSEDICI _ ◯ _ _ _ _ _ _ _ _
13. TESLVOCNAECN _ _ _ _ ◯ _ _ _ _ _ _ _
14. BATIDEES _ _ _ _ ◯ _ _ _
15. RACIDOVUSACRL _ _ _ _ _ _ _ _ _ _ _ ◯ _ _
16. LANITINESTASOTRG _ _ _ _ ◯ _ _ _ _ _ _ _ _ _ _ _

SECRET PHRASE: (What eating nutritional foods give you.)

_ _ _ _ / _ _ _ _ _ _ _ / _ _ _ / _ _ _ _

NUTRITION FOR SPECIAL NEEDS
UNIT IV

NAME ______________________________________ SCORE __________

ASSIGNMENT SHEET #4: ANALYZING YOUR WEIGHT

Directions: Complete the following four activities at home, fill in the results and draw conclusions. Turn in to instructor. The instructor will keep all information confidential.

ACTIVITY #1: SKIN-FOLD TEST

Directions: To measure your fat thickness, gently pinch your skin at the back of your upper arm midway between shoulder and elbow with the thumb and forefinger of your other hand (unless you have a doctor use a caliper). Other locations to use the test are the calf, the waist, and on a male, the midriff. The skin and fat layers should pull away from the muscle and make a fold. Be careful not to bruise yourself. Remember this will not be an accurate test, but will give you a general idea--for accuracy check with a physician.

FINDINGS:

1. Skin-fold measurement at upper arm ______________________
2. Skin-fold measurement at calf ______________________
3. Skin-fold measurement at waistline ______________________
4. According to these measurements: (Check one.)

    ____ I am the proper weight (Folds are between 1.3 cm (1/2 inch and and 2.5 cm (1 inch).

    ____ I am overweight (Folds are more than 2.5 cm (1 inch)

    ____ I am underweight (Folds are less than 1.3 cm (1/2 inch)

    ____ My weight is unevenly distributed (Some areas are flabby and some are correct size.)

5. These results mean that I need to:

    ____ Gain weight

    ____ Lose weight

    ____ Maintain my weight

    ____ Firm up parts of my body (through exercise)

ACTIVITY #2: MIRROR AND MEASUREMENT TESTS

Directions: Using TM-2, students should copy information and complete the information below at home. Information will be kept confidential and be reviewed only by the instructor.

MIRROR TEST (TM-2)

1. Stand in front of a mirror.
2. Objectively answer the following questions:
   a. Where do I see unwanted flab or bulges?
   b. Where do I see protruding bones?
   c. Where do I see need for change?
3. Improve posture - What changes, if any, do you see?
4. What conclusions can you make? State these.

MEASUREMENT TEST

1. Determine bone structure by measuring wrist across bones.
2. According to chart in Section IV, D, Table 5, my bone structure is: (Circle one) Small Medium Large
3. List ideal measurements according to chart by height on information page Section IV, B, Table 2, and beside them list your corresponding measurements.

Chart Measurements				My Measurements
Girl		Boy		
Bust	______	Chest	______	______________
Waist	______	Waist	______	______________
Hips	______	Hips	______	______________

Results: According to these measurements, I need to:

ACTIVITY #3: WEIGHT-HEIGHT GRAPH

Directions: Using the graphs on Table 4, follow the steps below. Then draw conclusions.

1. Locate your age across the bottom of the chart.
2. Find your height along the upper right side of chart.
3. Follow these figures until they meet.
4. Mark this point with an "X". This is your height zone.
5. Find your weight zone the same way, locating your age across the bottom. Then find your weight along the lower right side of the chart. Make an "X" in the weight zone, too.

   Remember, you are an individual, not a statistic. You probably will not grow in height and weight exactly like any of your friends. The important thing is that your body develops in the right proportion to the size heredity planned for you.

I am ______ years old and ______ inches tall which puts me in the ______ height zone. I weigh __________ pounds which puts me in the ______ weight zone.

This means to me that ____

____

(You probably weigh a pleasing amount for your height if the two X's fall in corresponding zones. If not, perhaps you need to add a few pounds or trim a few to look your best. On the other hand, this may be your inherited build, so talk to your physician, teacher or school nurse before attempting to change your weight.)

ACTIVITY #4: HEIGHT-WEIGHT TABLES

Directions: Follow the steps below.

1. Refer to Table 3 for "Mean Weights for U.S. Men and Women" to determine what weight/height standard may apply to you after you have completed your growth, (i.e., if you had achieved your full height) what might your mean weight be?

   Record the weight here: ______

2. Round your actual weight: ______

3. Then compute the percentage overweight or underweight you are at this time by carrying out the following computation.

   a. Take the difference between your weight and the new weight and divide it by the mean weight.

   b. Multiply the number obtained by 100 to get percentage of over or underweight.

   c. Example:

      1) Suggested weight is 130 lbs.
      2) Actual weight is 110 lbs.
         (NOTE: This is 20 lbs. less than the suggested weight.)
      3) Divide 20 lbs. by 130 lbs. and multiply by 100.
      4) The score means that 110 lbs. is 15% below 130 lbs.

NUTRITION FOR SPECIAL NEEDS
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ASSIGNMENT SHEET #5: CALORIE QUIZ

Directions: In each group of two, place a check by the food which contains more calories.

1.	a.	____	3 oz. hamburger on bun	85 g
	b.	____	Apple turnover	
2.	a.	____	Baked apple (glazed)	
	b.	____	1/3 pint ice cream	75 mL
3.	a.	____	Fortified skim milk (8 oz.)	227 g
	b.	____	Lemonade (8 oz.)	227 g
4.	a.	____	1 head lettuce (5" diameter)	
	b.	____	1 tablespoon peanut butter	15 mL
5.	a.	____	1 slice bread	
	b.	____	1 slice toast	
6.	a.	____	1 medium pear	
	b.	____	1 medium baked potato	
7.	a.	____	3 oz. of tuna	85 g
	b.	____	2 small ears of corn	
8.	a.	____	6 oz. steak	170 g
	b.	____	1 cup spaghetti with tomato sauce	250 mL
9.	a.	____	1 cup strawberry yogurt	250 mL
	b.	____	Luncheon plate: hard cooked egg, 1/4 cup (62 mL) cottage cheese on lettuce, carrot and celery sticks dill pickle	

Information taken from Dairy Council Comparison Cards and "Food Values of Portions Commonly Used," Bowes and Church, tenth edition.

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ASSIGNMENT SHEET #6: DIET ANALYSIS

The following diet plans are very similar to popular diets found in magazines and followed by many people. Most of these diets provide inadequate nutrition and some can be very hazardous to health. Analyze these diets following the directions given.

Directions: Under the first column "Number of Servings in Diet" look at the diet plan and list the number of servings. Under the second column "Analysis of Diet", list whether servings are in excess (+), or lacking (-) or are sufficient (0).

Diet Plan 1
(Sample Meal Plan)

Breakfast: 2 eggs
3 oz. lean ground beef
Coffee

Lunch: 1 cup cottage cheese
6 oz. chicken, broiled
Diet soft drink

Dinner: 6 oz. broiled shrimp
2 tbsp. ketchup sauce
6 oz. lean steak
Tea

NOTE: 8 10-ounce glasses of water must be consumed daily.

Criteria Analysis

a. Food group evaluation

Basic Food Groups	# of servings in diet	Analysis of diet + - o
Milk group 2 servings adult	Example 1	-1
Meat group 2 servings		
Breads & Cereals 4 servings		
Fruits and Vegetables Vitamin C source		
Vitamin A source		
Two other servings		

b. At least 1000-2000 calories (Optional)

Yes ______ No ______

Flexible and varied.

Yes ______ No ______

Comments: ______________________

d. Matches average food budget and easy to obtain.

Yes ______ No ______

Comments: ______________________

e. Avoids gimmicks.

Yes ______ No ______

Comments: ______________________

f. Cooking techniques suitable for weight reduction.

Yes ______ No ______

Comments: ______________________

g. Could be followed for a lifetime.

Yes ______ No ______

Comments: ______________________

h. Would you recommend this diet to someone wanting to lose weight?

Yes ______ No ______

Comments: ______________________

Diet Plan 2
(Sample Meal Plan)

Breakfast:	4 oz. grapefruit juice 2 eggs - boiled 2 slices bacon Coffee
Lunch:	1/2 grapefruit 6 oz. chicken, broiled 1 cup lettuce salad with small tomato 1 T. low calorie dressing Coffee
Dinner:	1/2 grapefruit 6 oz. steak (lean) 1 cup lettuce salad with 1/2 cucumber 1 T. low calorie dressing Tea
Snack:	4 oz. tomato juice

Criteria Analysis

a. Food group evaluation

Basic Food Groups	# of servings in diet	Analysis of diet + - o
Milk group 2 servings - adult		
Meat group 2 servings		
Breads & Cereals 4 servings		
Fruits and Vegetables Vitamin C source		
Vitamin A source		
Two other servings		

b. At least 1000-2000 calories (Optional)

Yes ________ No ________

c. Flexible and varied.

Yes ________ No ________

Comments: ____________________

d. Matches average food budget and easy to obtain.

Yes ________ No ________

Comments: ____________________

e. Avoids gimmicks.

Yes ________ No ________

Comments: ____________________

f. Cooking techniques suitable for weight reduction.

Yes ________ No ________

Comments: ____________________

g. Could be followed for a lifetime.

Yes ________ No ________

Comments: ____________________

h. Would you recommend this diet to someone wanting to lose weight?

Yes ________ No ________

Comments: ____________________

Diet Plan 3
(Sample Meal Plan)

Breakfast:	1/2 cup corn meal cereal 2 buckwheat muffins Coffee
Lunch:	1/2 cup baked rice flakes 1 serving scallion miso 2 biscuits Tea
Dinner:	1 cup Tamarie vegetable broth 1/2 cup rice Buckwheat croquettes with bechemil sauce Tea

---

Criteria Analysis

a. Food group evaluation

Basic Food Groups	# of servings in diet	Analysis of diet + - o
Milk group 2 servings - adult		
Meat group 2 servings		
Breads & Cereals 4 servings		
Fruits and Vegetables Vitamin C source		
Vitamin A source		
Two other servings		

b. At least 1000-2000 calories (Optional)

Yes ________ No ________

c. Flexible and varied.

Yes ________ No ________

Comments: ______________________________

d. Matches average food budget and easy to obtain.

Yes ________ No ________

Comments: ______________________________

e. Avoids gimmicks.

Yes ________ No ________

Comments: ______________________________

f. Cooking techniques suitable for weight reduction.

Yes ________ No ________

Comments: ______________________________

g. Could be followed for a lifetime.

Yes ________ No ________

Comments: ______________________________

h. Would you recommend this diet to someone wanting to lose weight?

Yes ________ No ________

Comments: ______________________________

Diet Plan 4
(Sample Meal Plan)

8:00 am - 8 oz. skim milk
9:30 am - 1 medium banana
11:00 am - 8 oz. skim milk
12:30 pm - 1 medium banana
2:00 pm - 8 oz. skim milk
3:30 pm - 1 medium banana
5:00 pm - 8 oz. skim milk
6:30 pm - 1 medium banana
8:00 pm - 8 oz. skim milk

Criteria Analysis

a. Food group evaluation

Basic Food Groups	# of servings in diet	Analysis of diet + - o
Milk group 2 servings - adult		
Meat group 2 servings		
Breads & Cereals 4 servings		
Fruits and Vegetables Vitamin C source		
Vitamin A source		
Two other servings		

b. At least 1000-2000 calories (Optional)

Yes ________ No ________

c. Flexible and varied.

Yes ________ No ________

Comments: ______________________

d. Matches average food budget and easy to obtain.

Yes ________ No ________

Comments: ______________________

e. Avoids gimmicks.

Yes ________ No ________

Comments: ______________________

f. Cooking techniques suitable for weight reduction.

Yes ________ No ________

Comments: ______________________

g. Could be followed for a lifetime.

Yes ________ No ________

Comments: ______________________

h. Would you recommend this diet to someone wanting to lose weight?

Yes ________ No ________

Comments: ______________________

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ASSIGNMENT SHEET #7: DEVELOPING YOUR PERSONAL DIET PLAN

A. SEE YOUR PHYSICIAN if you have a big change to make in body size.

B. SET A GOAL. According to the tests, charts, tables, and AS-4; I need to:
   Gain ______ pounds.
   Lose ______ pounds.
   Maintain my weight at ______ pounds.

   By losing or gaining 1-3 pounds per week, (unless you are maintaining) I will reach my goal in about __________ weeks.

C. ANALYZE FOODS EATEN. Complete:

   Activity #1 - "Favorite Foods and Eating Habits"
   Activity #2 - "Keeping a Food Diary"*
   Activity #3 - "Analyzing my Food Diary" (2 pages)

D. ANALYZE PHYSICAL ACTIVITY by completing:

   Activity #4 - "Ten Things I Like To Do"
   Activity #5 - "Keep an Activity Chart"*
   Activity #6 - "A Personal Exercise Program" (optional)

E. COMPARE relationship of calories consumed (part C) to calories used (part D).

   Activity #7 - "Comparing Calories Eaten to Calories Burned"

F. MAKE DIET PLAN.

   Activity #8 - "My Plan"

*These two activities should be done for the same day.

Draw your favorite food.
ES
Milk
Milk

ACTIVITY #1: "FAVORITE FOODS AND EATING HABITS"

Directions: Quickly list ten of your favorite foods in the first column. Be specific. Your list might include pork chops, blueberry pie, milk, ice cream. Remember, it's what you like that is important.

FOOD ITEM	P	V/M	C	F	S	*	H	#
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

a. Place an X in the "P" column if the food is high in protein.

b. Place an X in the "V/M" column if the food is high in vitamins and minerals.

c. Place an X in the "C" column if the food is high in carbohydrates.

d. Place an X in the "F" column if the food is high in fat.

e. Place an X in the "S" column if beside the foods you usually eat as snacks.

f. Place an X in the "*" column for your five most favorite foods.

g. Place a check in the column "H" if the food is especially high calorie.

h. In the "#" column list the number of times you have eaten the food in the last week.

ACTIVITY #2: "KEEPING A FOOD DIARY"

Directions: Record all the foods (including snacks) and beverages you eat for one day. (Keeping the record for several days can give you a more accurate picture of yourself.) Also, record the setting and your feelings when you ate. Then answer the accompanying questions.

Food and Beverages				Setting				Feelings
Food	Preparation Method	Amount	Calories	Time of Day	Place	People With Me	What We Were Doing	

Look Over Your List

a. Which of the first five columns has the most checks? ________

b. Which of the first five columns has the least checks? ________

c. How many foods are high-caloric foods? ________

d. What does this analysis mean to you? ________________________

____

ACTIVITY #3: "ANALYZING MY FOOD DIARY" (See Activity #2.)

1. Which foods were highest in calories per serving? Lowest?

2. Which methods of food preparation were high-caloric? Low-caloric?

3. How many times did you have more than one serving or a large portion?

4. During what time during the day did you eat the most food? Least food?

5. In what setting did you consume the most food?

6. What special feelings did you have while eating?

7. List the foods from your food diary in the correct group of the basic food plan in the spaces below.

Meat (Protein)	Milk (Dairy)
Fruits and Vegetables	Breads (Grains)

I need _____ servings from the meat group each day; today I had _____ servings.

I need _____ servings from the milk group each day; today I had _____ servings.

I need _____ servings from the fruit and vegetable group; today I had _____ servings.

I need _____ servings from the bread and cereal group; today I had _____ servings.

I had these foods which were "others" and not needed nutritionally.

I need to change my nutritional habits by:

ACTIVITY #4: "TEN THINGS I LIKE TO DO"

Directions: As quickly as you can, list ten activities that you really like to do. There are no wrong or right answers.

ACTIVITIES	E	X	S	+5	-5	P/A	*	#
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

Using the following symbols, code your list by marking the appropriate columns.

a. Place an "E" beside the ones that involve EATING.
b. Place an "X" beside any activity that provides moderate to active EXERCISE.
c. Place an "S" beside any activity that is SEDENTARY (Examples: playing cards, reading)
d. Place a "+5" beside any item that you think would have been on your list FIVE YEARS AGO.
e. Place a "-5" beside any item that you think will not be on your list FIVE YEARS FROM NOW.
f. Place the letter "P" beside the items you prefer to do with other PEOPLE. Place an "A" beside the items you prefer to do ALONE.
g. Star "*" your three most favorite activities.
h. Finally, indicate how many times you've done each activity in the last month.

Look Over Your List and Codings

1. Do most of your activities involve eating? Is this good or bad?

2. Are most of your activities active or sedentary?

3. Have you changed your pattern of activities in the last six months? How?

4. How will your activities change in the next six months?

5. What does this mean for your diet?

ACTIVITY #5: "KEEP AN ACTIVITY CHART"

The same day you record foods eaten, make a list of your daily activities. Write down everything you do by the clock each day. Then in the chart below, estimate the number of hours you spent each day in the various forms of activity. Use quarter hours and account for 24 hours a day. To make it easier, include the time spent going between classes as class activity.

To find the calories you used per pound in each activity, multiply the number of calories per pound per hour, for your age, by the number of hours you have spend in that activity. For example, if you are 14 years old and slept 8 hours, 8 x .5 equals 4, the number of calories you used in sleeping per pound of body weight.

Then add up the calories you used per pound in 24 hours. Multiply this total by your weight to get an estimate of the calories used per day. Remember, the answer you get is a guide only and not a rigid one. However, this record will help you adjust the number of calories you get from food to the number of calories you use in various kinds of activity. Your weight and growth are good tests of how you balance the calorie supply and demand.

(NOTE: Realize this is only an estimate.)

Form of Activity	Estimated Calories per pound per hour at Ages 12-18	Day 1	
		Hours	Calories per pound
Sleeping	0.5		
Sitting quietly (Reading, writing, eating, sewing, watching TV, studying, school classes)	0.9		
Light exercise (Dressing, typing, playing piano, driving car, dishwashing, light laundry, cooking, light housework)	1.2		
Moderate exercise (Bicycling, walking, active housework, or work like clerking which requires bending and stretching, babysitting when child is active, gym)	1.9		
Active exercise (Dancing, skating, playing ping-pong, horseback riding)	2.7		
Very active exercise (Running, swimming, basketball, tennis)	4.7		
Totals		24	

Total calories I used per pound per day multiplied by my weight ______ equal ______ calories I used each day.

ACTIVITY #6: "A PERSONAL EXERCISE PROGRAM"

Directions: Decide which areas of the body need the most exercise. List these areas in the first column. Develop several exercises for that part of the body. Record number of times you complete the exercises each day. Start out very gradually and increase. Extend your chart after two weeks.

*For exercise descriptions, see Home Economics Basic Core I.

A Personal Exercise Program

		Number of Times Done Each Day													
Name of Exercise	Purpose of Exercise	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															

ACTIVITY #7: "COMPARING CALORIES EATEN TO CALORIES BURNED"

(NOTE: Because of so many approximations, human error and lack of technical equipment, calculations here will also be approximate and will give you only a general idea of how activity and foods compare.)

1. According to my food diary, I ate ___________ calories.
2. According to my activity chart I actually used __________ calories.
3. I used (more, less, the same) (circle one) calories than I ate. (Since this is only an estimate, figures will not correspond exactly.)
4. Therefore, if I keep this up over a period of time, I would (gain, lose, stay the same) (circle one) weight.
5. Since I want to (gain, lose, maintain) (circle one) weight, I need to (cut, add, maintain) (circle one) calories.

OPTIONAL: (Short cut method)

The average teenager requires calories according to the following chart:

Age	11-14 Years	15-18 years	19 years
Calories per pound per day	25 calories	18 calories	16 calories

According to this chart and if I'm AVERAGE, I need ______ calories per pound. I weigh ________ so I need ______ x ______ = ________ calories per day. (weight)(calories)

ACTIVITY #8: "MY PLAN"

Directions: In space below, describe changes you plan to make in your diet. Devise one day's menus which would help you achieve your goal.

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ASSIGNMENT SHEET #8: PROBLEM SITUATION

Directions: Pretend you are "Aunt Penny" and give reliable advice to the following letters.

a.

Dear Aunt Penny—

My best friend is 40 lbs. overweight but will not change her eating habits because she says she has a gland problem. Could this really be her problem and how can I get her to lose weight? She really needs to.

Wondering

Dear Wondering:

b.

Dear Aunt Penny-

I don't eat much but I still gain weight! What could my problem be?

Overweight and don't like it.

Dear Overweight and don't like it:

c.

Dear Aunt Penny,

I have been cutting my calories for two weeks
now and haven't lost a pound!
What am I doing wrong?

Waiting Impatiently

Dear Waiting Impatiently:

d.

Dear Aunt Penny,

I have a stringbean for a
figure and would love to have lots
of curves. Help!

Stringbean

Dear Stringbean:

e.

Dear Aunt Penny,

My friend Suzy and I are both trying to lose weight
before summer vacation. She says the best way is
to stop eating for 2 or 3 days each week and never
eat breakfast. My mom says it'd be crazy to
try that. Who is right? What should I do?
I definitely need to lose weight.

Mixed Up

Dear Mixed Up:

f.

Dear Aunt Penny,
I am 20 lbs. overweight and have tried almost every magazine diet in the last five years I could find! I lose a few pounds and gain it back. How can I find a diet that will work?

Confused

Dear Confused: ____________________

g.

Dear Aunt Penny,
I am a 16 yr. old boy with no muscles! The boys in gym class tease me and the girls won't even look at me! I dread to think of summer swim and tennis parties. Help

16 yr. old weakling

Dear 16 yr. old weakling: ____________________

NAME ______________________________ SCORE __________

ASSIGNMENT SHEET #9: CONVALESCENT MEALS

Directions: Working individually or in small groups, answer the following questions concerning a convalescent situation. (You do not have to have an actual "patient" -- make up a situation.) Write the answers in the spaces provided.

(NOTE TO INSTRUCTOR: With limited time or budget, students might complete assignment without steps 5 and 6.)

1. Identify and describe a problem a convalescent patient might have (confinement to bed, broken leg, heart problems, gall bladder, etc.) and type of diet required (regular, soft, liquid, semisoft, low sugar, etc.)

   Describe patient. (Age, sex, interests, etc.)

2. List day's menus for the person you are planning for, including snacks. Circle the one meal or snack you would prepare.

Breakfast	Lunch	Dinner

3. Describe or sketch appearance of tray and explain how this is appropriate for your patient.

4. What differences are there in planning and preparing this meal compared to a meal for a healthy person?

5. Outline time and market list for preparation.

6. Prepare food and serve. (Other students may act as "patients".)

EVALUATION

7. Identify how the meals planned for the convalescent contributed to their health.

TEACHER AND/OR STUDENT EVALUATION OF CONVALESCENT MEALS ASSIGNMENTS

	Points Possible	Score
Questions are well answered.	25	
Tray is attractive in appearance and appropriate for patient. (Colorful, reflects patient's interests, well arranged; bonus for extra creativity shown.)	25	
Menu is appropriate for patient. Meal served fits appropriately with total day's menu.	25	
Food was correctly prepared and served. (Tasty, attractive, correct temperature, correct texture, sanitary techniques used, and arranged neatly on dishes.)	25	
Total	100	

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ASSIGNMENT SHEET #10: "SPECIAL DIET" REPORT

Directions: Investigate a special diet for a specific health problem. (Example: diabetes, high blood pressure, broken jaw, etc.) using reference books (health and food books, etc.) and people as your resources. You do not have to have a specific "patient." Complete your report on the form below.

1. Name and describe special conditions requiring the special diet.

2. Does diet contribute to this condition? If so, how?

3. Who is likely to develop this condition?

4. What are the major dietary restrictions in the condition?

5. What are major dietary additions or modifications that need to be made for the condition?

6. List sample menus for one day's meals following this special diet.

7. What major problems might a person have on the diet?

8. List resources used to assist you in your investigation:

   People (with titles):

   Reference Books:

   Magazine articles:

Evaluation: Submit your assignment to your instructor for evaluation. The criteria on which you will be evaluated include:

	Total Points Possible	Total Points Received
1. Identified a "special diet".		
2. Answered each question accurately and thoroughly.		
3. Identified specific references used to prepare the assignment sheet.		
4. Submitted report within given time period.		
Total Score		

NAME ______________________________ SCORE ____________

ASSIGNMENT SHEET #11: INTERVIEW AN ATHLETE

Directions: Interview two athletes in your school who participate in two different sports. Complete the form below and draw your conclusions.

ATHLETE A

1. Name: ______________________________
2. Sports: ______________________________
3. Age: ______________________________
4. Do you have a particular diet you follow while in training? If so, describe briefly.
5. Are there particular foods that you eat prior to the event? If so, what are they? Why do you include them?
6. Do you take any vitamin/mineral supplements? How many and what kinds? Under whose direction?
7. Are there particular foods that you avoid prior to the event? If so, what are they? Why do you avoid them?
8. Do you consume anything during the event? If so, what? Why?
9. What do you usually eat following the event?
10. Does your coach encourage any specific eating habits? Explain.
11. Where did you acquire your sports-related eating habits if they were not recommended by your coach?
12. Do you have any problems with fatigue, low performance level, weight, dehydration, indigestion, etc? List which ones.

ATHLETE B

1. Name:____________________________________

2. Sports:____________________________________

3. Age:____________________________________

4. Do you have a particular diet you follow while in training? If so, describe briefly.

5. Are there particular foods that you eat prior to the event? If so, what are they? Why do you include them?

6. Do you take any vitamin/mineral supplements? How many and what kinds? Under whose direction?

7. Are there particular foods that you avoid prior to the event? If so, what are they? Why do you avoid them?

8. Do you consume anything during the event? If so, what? Why?

9. What do you usually eat following the event?

10. Does your coach encourage any specific eating habits? Explain.

11. Where did you acquire your sports-related eating habits if they were not recommended by your coach?

12. Do you have any problems with fatigue, low performance level, weight, dehydration, indigestion, etc? List which ones.

Conclusions

1. How closely do these athletes follow the recommended nutritional guidelines for athletes? Which ones are they following; which ones are they not following?

2. Where did the athletes learn their eating habits?

3. If the athletes express any problems with fatigue, weight, etc., what might be some possible causes?

4. Additional comments:

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ASSIGNMENT SHEET #12: HEALTH FOODS

Directions: Visit a health food store in your area. Find five foods of special interest to you, and complete the form below. To complete last column, visit a supermarket and compare price and nutrient value of selected food item from a health food store.

Name of Food Item	Amount/ Cost	Claimed Benefit of Food Item*	Comparison to "Regular" Food (price and nutrient value
1.			
2.			
3.			
4.			
5.			

*Claims cannot be placed on labels (interstate commerce). However, health food stores often provide free literature which does.

6. How knowledgeable were the store personnel? (Many clerks provide nutrition misinformation. You might ask the clerks what their qualifications are if they tell you something about nutrition.)

7. What truth is there to the claims made about the foods on the packages?

8. What additional comments and evaluation on the store do you have?

NAME ______________________________ SCORE ____________

ASSIGNMENT SHEET #13: EVALUATING NUTRITIONAL INFORMATION

Directions: Find a newspaper, magazine article or advertisement which you feel may be of questionable value nutritionally. (Your teacher may provide this.) Evaluate the article using the questions below to give specific examples. (If the article does not give enough information to answer a question, indicate that in the provided spaces.) Attach or copy an article to this answer sheet.

1. Major topic of article or ad:

2. Source of ad or article: (Name of newspaper or magazine)

3. Is the author a person qualified to speak in nutrition? Why or why not?

   (NOTE: Students may need to use the library to complete this form or contact a qualified nutritionist in order to determine answers to 3, 4, and 6.)

4. Does this person have the approval of professional association in the nutrition field? If so, which one?

5. Is this a sales presentation to advocate or promote a certain product (usually high in price)? If so, what?

6. Is there misinformation on the basic facts of nutrition in the presentation? If so, what are they?

7. Does this person use emotional tactics to try to convince the audience? If so, what are they?

8. Does this person discount or ridicule respected authorities in the field? If so, explain.

9. Does this person exaggerate, quote out of context and sprinkle in a few unfamiliar scientific terms to impress you? If so, give examples.

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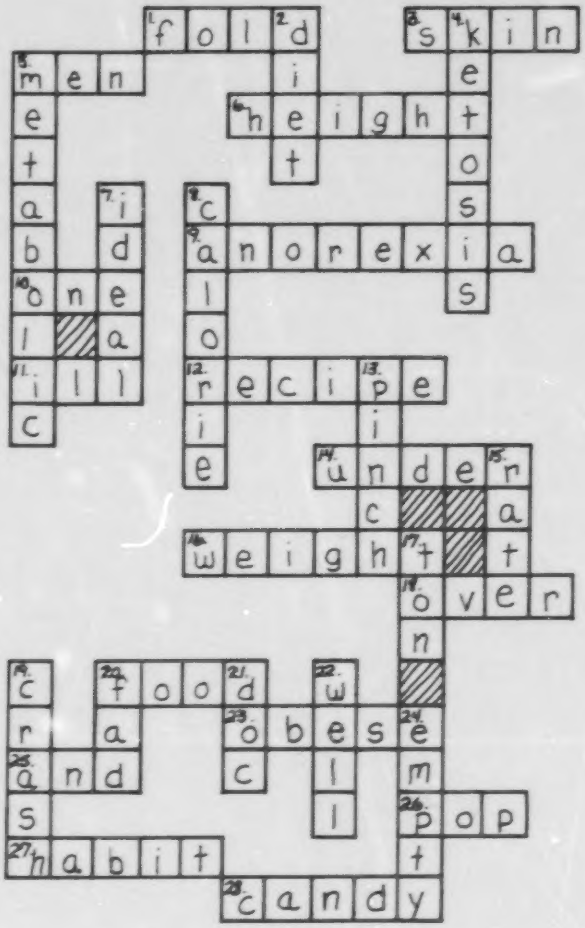
ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1:

No right or wrong answers - used as discussion starter.

ASSIGNMENT SHEET #2:


1. fold
2. diet
3. skin
4. ketosis
5. metabolic
men
6. height
7. ideal
8. calorie
9. anorexia
10. one
11. ill
12. recipe
13. pinch
14. under
15. rat
16. weight
17. ton
18. over
19. crash
20. fad
21. doc
22. well
23. obese
24. empty
25. and
26. pop
27. habit
28. candy

ASSIGNMENT SHEET #3:

1. Food Quackery
2. Organic Fertilizer
3. Myth
4. Glucose
5. Synthetic Fertilizer
6. Glycogen
7. Vegetarian
8. Health Foods
9. Glycogen Loading
10. Natural Foods
11. Organic Foods
12. Pesticides
13. Convalescence
14. Diabetes
15. Cardiovascular
16. Gastrointestinal

Secret Phrase: GOOD HEALTH FOR LIFE

ASSIGNMENT SHEET #4:

Responses will vary; all parts should be appropriately filled in for the individual with appropriate conclusions reached.

ASSIGNMENT SHEET #5:

1. b	6. b
2. a	7. b
3. b	8. a
4. b	9. a
5. a and b	

ASSIGNMENT SHEET #6:

Responses will vary. Evaluation should be based on completeness and appropriateness of answers for the individual with the larger portion of grade value given to the appropriateness of the diet plan to the findings on analysis sheets.

Diet Plan 1
(Sample Meal Plan)

Breakfast:	2 eggs 3 oz. lean ground beef Coffee	Dinner:	6 oz. broiled shrimp 2 tbsp. ketchup sauce 6 oz. lean steak Tea
Lunch:	1 cup cottage cheese 6 oz. chicken, broiled Diet soft drink		

NOTE: 8 10-ounce glasses of water must be consumed daily.

Criteria Analysis

a. Food group evaluation

Basic Food Groups	# of servings in diet	Analysis of diet + - o
Milk group 2 servings - adult	Example 1	-1
Meat group 2 servings	6	+4
Breads & Cereals 4 servings	0	-4
Fruits and Vegetables Vitamin C source	0	-1
Vitamin A source	0	-1
Two other servings	0	-2

b. At least 1000-2000 calories (Optional)

[✓ Yes] No

c. Flexible and varied.

Yes [✓ No]

Comments: not a variety of foods - only protein

d. Matches average food budget and easy to obtain.

Yes [✓ No]

Comments: meats are an expensive item in food budget

e. Avoids gimmicks.

[✓ Yes] No

Comments: no gimmicks other than eating all high-protein food

f. Cooking techniques suitable for weight reduction.

[✓ Yes] No

Comments:

g. Could be followed for a lifetime.

Yes [✓ No]

Comments: for health reasons

h. Would you recommend this diet to someone wanting to lose weight?

Yes [✓ No]

Comments: too much protein
No fruits + veg., breads and limited milk

This diet is designed to take weight off quickly. On the average, an overweight person should lose 5% to 10% of his/her weight the first week. Dr. Stillman says this rapid weight loss should have no ill effects, however fatigue can be expected. The diet consists mainly of boiled, baked or broiled lean meats, poultry and fish as well as eggs, cottage cheese and other cheeses made with skim milk. The dieter is expected to eat as much as he/she wishes of these specific food items. Coffee and tea without cream or sugar and diet drinks are allowed as desired. At least eight glasses (10 ounces) of water MUST be consumed everday. Dr. Stillman believes that this is an integral part of the specific internal process put into motion by this diet. He goes on to say that the burning of body fat leaves waste products that must be washed out of the system by the water. He recommends that a vitamin and mineral supplement be taken daily, although he claims that the diet is not deficient in these nutrients, and that sufficient Vitamin C can be obtained from the seafood.*

Assessment of the diet pattern shows a complete absence of food from the bread and cereal, and fruit and vegetable groups. Only one milk serving is provided in Dr. Stillman's menu. The consequent inadequacy of nutrients associated with these foods is not surprise - carbohydrates (17% of need), calcium (44% of need for females 15-18 and 67% of need for all others listed), Vitamin A (47% of need for men and 58% for women), thiamin (36-39% of need for men and 49-54% for women), Vitamin C (9% of need). The sample menu is calorically deficient (47-54% of need for men and 67-71% of need for women) and will result in the desired weight loss.

In view of the nutrient inadequacies this diet might prove harmful if followed even for a brief period of time. The diet fails to teach users how to select the variety of foods necessary for good nutrition through sound eating habits. Because so few calories are prescribed weight loss would be likely for anyone who could tolerate Dr. Stillman's Quick Weight Loss Diet.

*The amount of Vitamin C in seafood has not yet been determined.

Source: Eye It Before You Diet. Maxwell Stillman, M.D. and Samm Sinclair Baker.

Diet Plan 2
(Sample Meal Plan)

Breakfast:
4 oz. grapefruit juice
2 eggs - boiled
2 slices bacon
Coffee

Lunch:
1/2 grapefruit
6 oz. chicken, broiled
1 cup lettuce salad with small tomato
1 T. low calorie dressing
Coffee

Dinner:
1/2 grapefruit
6 oz. steak (lean)
1 cup lettuce salad with 1/2 cucumber
1 T. low calorie dressing
Tea

Snack: 4 oz. tomato juice

Criteria Analysis

a. Food group evaluation

Basic Food Groups	# of servings in diet	Analysis of diet + - o
Milk group 2 servings - adult	0	-2
Meat group 2 servings	4	+2
Breads & Cereals 4 servings	0	-4
Fruits and Vegetables Vitamin C source	3	+2
Vitamin A source	1	1
Two other servings	2	–

b. At least 1000-2000 calories (Optional)
Yes ✓ No ____

c. Flexible and varied
Yes ✓ No ____
Comments: some variety, but a lot of grapefruit juice

d. Matches average food budget and easy to obtain
Yes ✓ No ____
Comments: ____

e. Avoids gimmicks
Yes ____ No ✓
Comments: the grapefruit is an unnecessary gimmick

f. Cooking techniques suitable for weight reduction
Yes ✓ No ____
Comments: ____

g. Could be followed for a lifetime
Yes ✓ No ____
Comments: probably

h. Would you recommend this diet to someone wanting to lose weight?
Yes ____ No ✓
Comments: missing milk and breads. too much protein

Dr. Stillman developed the Grapefruit Plus diet for those persons who could not successfully follow the "Quick Weight Loss Diet". The authors state that through careful combination of certain foods extra efficiency in "burning" accumulated fat is obtained. The diet prescribes that one-half grapefruit or four ounces of grapefruit juice be consumed at each meal. The meal plan consists mainly of unlimited amounts of salad and moderate portions of meat. Coffee, tea or diet drinks may be consumed but only at meal times. No between-meal snacking is allowed. However, at bedtime, the dieter is allowed four ounces of tomato juice or skim milk.

Assessment of the sample menu shows a complete omission of servings from the milk and bread and cereal groups. This could in part account for the inadequate supply of carbohydrate (53% of need), calcium (19% for females 15-18 and 28% for all others), thiamin (68-75% of need for women and 50-54% of need for men), and riboflavin (78-85% of need for men). Additional servings of meat, fruit and vegetables were provided; however, a good source of Vitamin A was not included resulting in an inadequate supply of this vitamin (77% of need for women and 61% of need for men). Because so few calories are prescribed (50-52% of need for women and 35-40% of need for men) weight loss would be expected. Due to low carbohydrate levels (53% of need), ketsis* would be a potential side effect and difficulty.

This diet does not provide an adequate supply of nutrients; would result in a number of deficiencies if followed over an extended period; and does not offer any information directed to careful selection of foods to assure adequate nutrition.

Diet Plan 3

(Sample Meal Plan)

Breakfast:
1/2 cup corn meal cereal
2 buckwheat muffins
Coffee

Lunch:
1/2 cup baked rice flakes
1 serving scallion miso
2 biscuits
Tea

Dinner:
1 cup Tamarie vegetable broth
1/2 cup rice
Buckwheat croquettes with bechemil sauce
Tea

Criteria Analysis

a. Food group evaluation

Basic Food Groups	# of servings in diet	Analysis of diet + - o
Milk group 2 servings - adult	0	-2
Meat group 2 servings	0	-2
Breads & Cereals 4 servings	7	+3
Fruits and Vegetables Vitamin C source	0	-1
Vitamin A source	0	-1
Two other servings	1	-1

b. At least 1000-2000 calories (Optional)

Yes ________ No ? questionable

c. Flexible and varied

Yes ________ No ✓

Comments: all cereals

d. Matches average food budget and easy to obtain.

Yes ________ No ✓

Comments: hard to find miso, tamarie veg. broth, bechemil sauce

e. Avoids gimmicks.

Yes ________ No ✓

Comments: the cereals and unusual foods might be considered a gimmick

f. Cooking techniques suitable for weight reduction.

Yes ✓ No ________

Comments: ________

g. Could be followed for a lifetime.

Yes ________ No ✓

Comments: probably not due to lack of variety & nutrients

h. Would you recommend this diet to someone wanting to lose weight?

Yes ________ No ✓

Comments: lacking most everything except bread & cereal group

Diet Plan 4
(Sample Meal Plan)

8:00 am - 8 oz. skim milk
9:30 am - 1 medium banana
11:00 am - 8 oz. skim milk
12:30 pm - 1 medium banana
2:00 pm - 8 oz. skim milk
3:30 pm - 1 medium banana
5:00 pm - 8 oz. skim milk
6:30 pm - 1 medium banana
8:00 pm - 8 oz. skim milk

Criteria Analysis

a. Food group evaluation

Basic Food Groups	# of servings in diet	Analysis of diet + - 0
Milk group 2 servings - adult	5	+3
Meat group 2 servings	0	-2
Breads & Cereals 4 servings	0	-4
Fruits and Vegetables Vitamin C source	0	-1
Vitamin A source	0	-1
Two other servings	4	+2

b. At least 1000-2000 calories (Optional)

Yes ✓ No ______

c. Flexible and varied.

Yes ______ No ✓

Comments: ______

d. Matches average food budget and easy to obtain.

Yes ✓ No ______

Comments: ______

e. Avoids gimmicks.

Yes ______ No ✓

Comments: gimmick is eating only two things

f. Cooking techniques suitable for weight reduction.

Yes ✓ No ______

Comments: ______

g. Could be followed for a lifetime.

Yes ______ No ✓

Comments: most people would get tired of bananas and milk in short time

h. Would you recommend this diet to someone wanting to lose weight?

Yes ______ No ✓

Comments: very monotonous and lacking nutritionally

ASSIGNMENT SHEET #6:

1. b
2. a
3. b
4. b
5. a and b
6. b
7. b
8. a
9. a

ASSIGNMENT SHEET #7:

Responses will vary. Evaluation should be based on completeness and appropriateness of answers for the individual with the larger portion of grade value given to the appropriateness of the diet plan to the findings on analysis sheets.

ASSIGNMENT SHEET #8:

Responses will vary but might include the following:

a. In less than 5% of overweight cases is a "gland" disorder that is the problem. She should see physician to verify. A friend might start on diet with her, suggest low calorie foods, etc. otherwise the overweight person has to make up own mind to lose.

b. Inactivity is probably the major difference between people who maintain normal weight and those who really don't eat that much. Some people overeat and don't report it because of embarrassment. Others (a small number) actually don't remember overeating.

c. May take several weeks to lose any weight. Only 1 to 3 pounds per week is recommended. Losing fast is dangerous.

d. High caloric foods; eat often; slow down pace; body building exercises

e. Fasting is dangerous; always eat 3 regular meals; eat less but don't skip meals.

f. (Should list criteria to use when analyzing a diet plan, here.) Also, eat smaller well-balanced meals and a "diet" won't be needed.

g. See doctor in case of physical problems; eat more high caloric foods more often; body building exercises; be patient and gain only 1 to 3 pounds per week if you are still growing.

ASSIGNMENT SHEETS #9 AND #10:

See evaluations attached to these assignment sheets.

ASSIGNMENT SHEET #11:

Responses will vary. Each question should have some response. Conclusion should be appropriate for interview responses. Most point value for the assignment should be placed on the conclusion.

ASSIGNMENT SHEET #12:

Responses will vary. All sections of the chart should be appropriately and adequately filled. Responses to the questions should be appropriate to meet the satisfaction of the instructor.

ASSIGNMENT SHEET #13:

Responses will vary but should be appropriate for article or ad evaluated and be answered to meet the satisfaction of the instructor.

NUTRITION FOR SPECIAL NEEDS
UNIT IV

JOB SHEET #1: GAME - NUTRITION KNOW-HOW

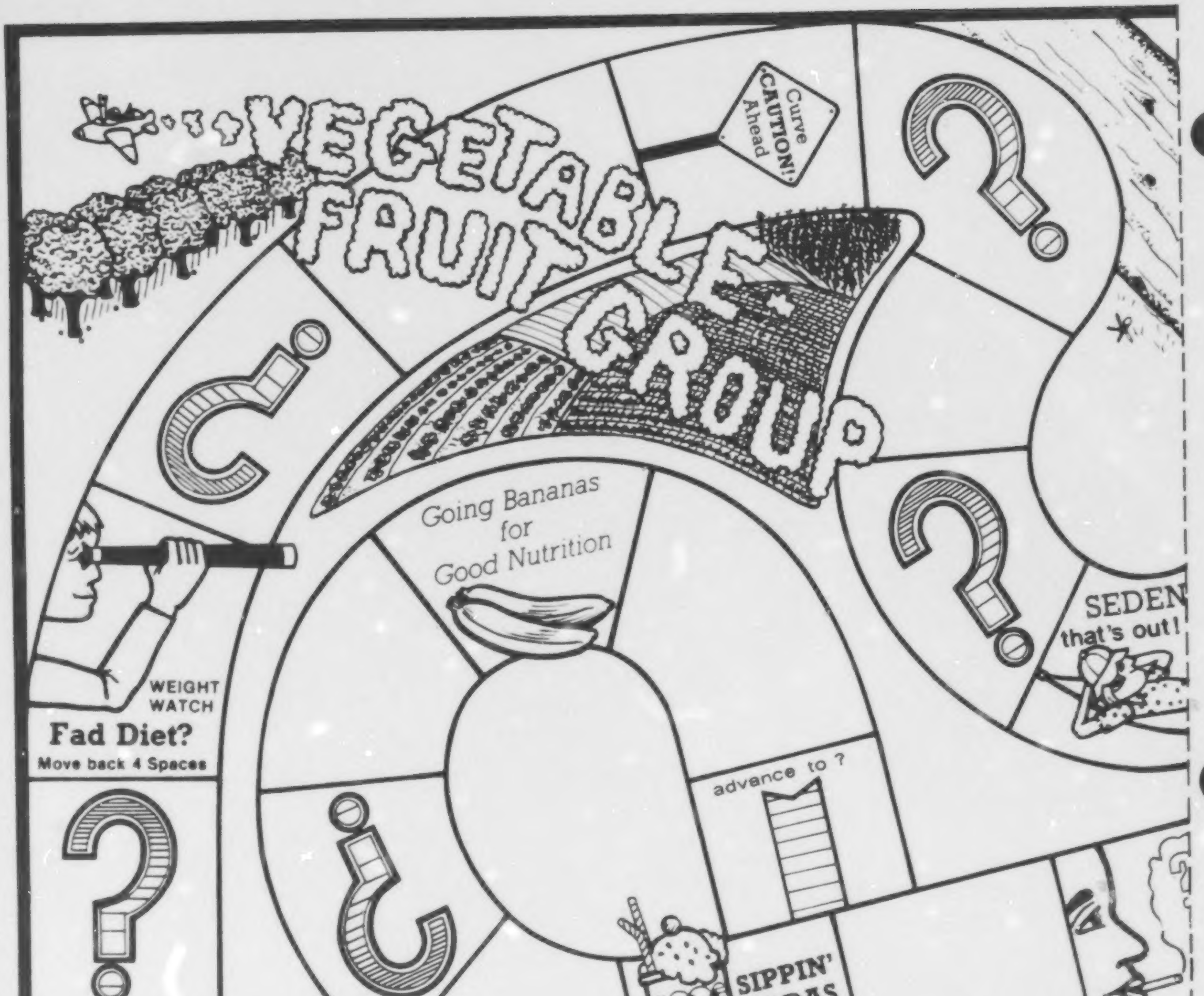
I. Equipment and materials

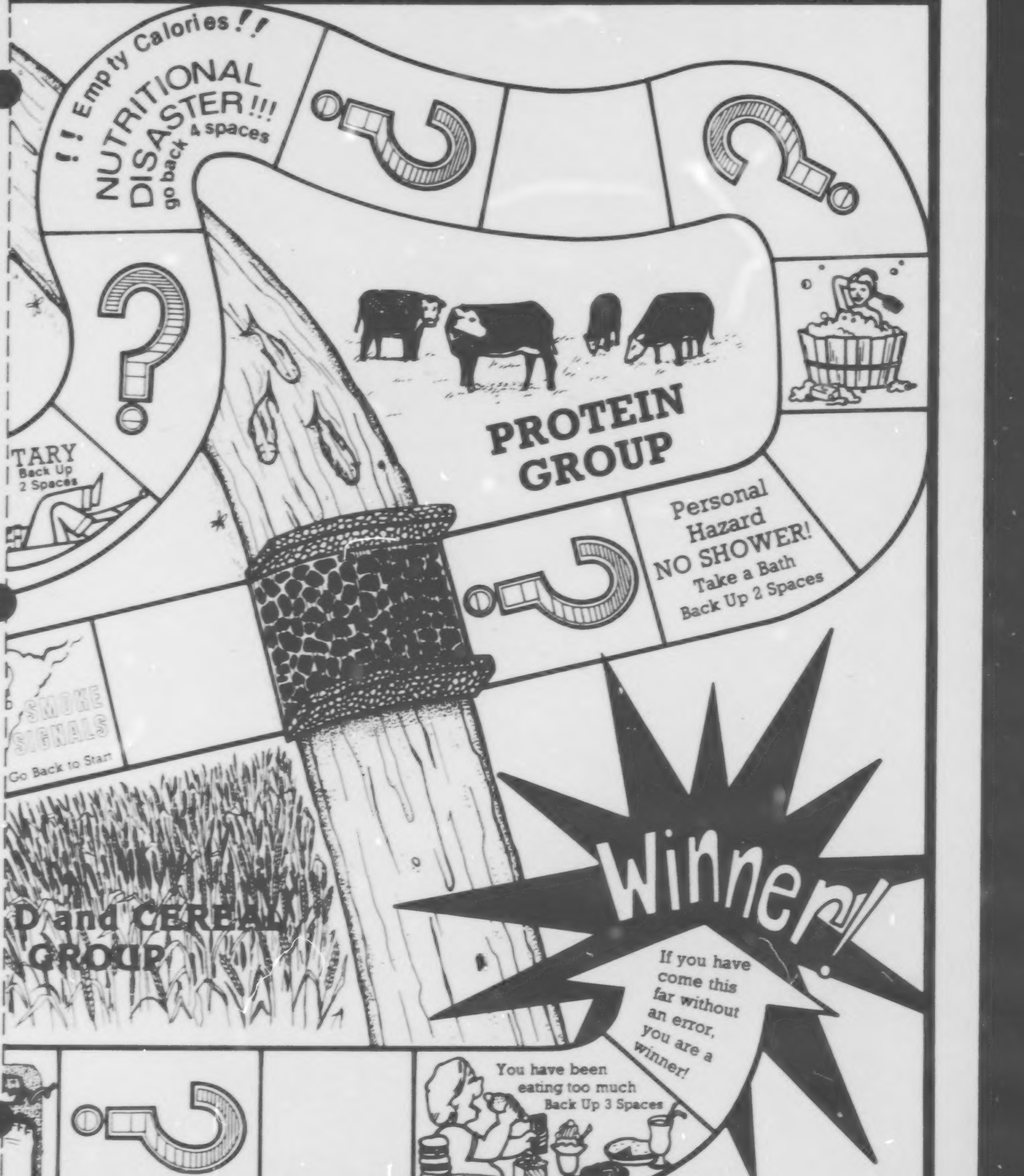
- A. Die or spinner
- B. Player tokens
- C. Game cards
- D. Game board

II. Procedure:

Directions: Play with 3 people (2 people play and one person reads cards--"Reader"). Roll a die or spin a spinner to tell how many spaces to travel. Use a coin as your token. If you land on a square marked with a question mark, you will answer a question read by the "Reader". Follow all directions on cards and squares. First person to finish wins the game. (NOTE: Your teacher may have additional question cards for you to use.)

Objective of the game: To see how much you know about your diet.


VEGETABLE-FRUIT GROUP
Curve CAUTION! Ahead
Going Bananas for Good Nutrition
WEIGHT WATCH
Fad Diet? Move back 4 Spaces
SEDEN
that's out!
advance to ?
SIPPIN' SODAS Miss A Turn
BREA
START HERE
3 cheers for the MILK GROUP


!! Empty Calories !!
NUTRITIONAL DISASTER !!!
go back 4 spaces
TARY
Back Up 2 Spaces
PROTEIN GROUP
Personal Hazard
NO SHOWER!
Take a Bath
Back Up 2 Spaces
SMOKE SIGNALS
Go Back to Start
D and CEREAL GROUP
Winner!
If you have come this far without an error, you are a winner!
You have been eating too much
Back Up 3 Spaces

CARDS FOR GAME

Which meal is the healthiest?
a. Milk, spinach, lamb chop, rye bread
b. Poached fish, asparagus, milk, ice cream
c. Melon, hamburger on a bun, French Fries

You want to lose weight. Which diet will you choose?
a. Grapefruit/Cottage Cheese
b. Skip lunch
c. High protein, no carbohydrates
d. Balanced meals, smaller portions

What sport uses up the most calories per hour?
a. Ping pong
b. Volleyball
c. Swimming

Let the sun shine in...what vitamin do you get from it?

Which exercise is best for your heart?
a. Situps
b. Jogging
c. Fox-trotting

Does grapefruit burn up calories?

You have the morning to do what you want. You choose:
a. Sleep
b. Tennis game
c. Listen to records

1 pound of body fat equals:
a. 1000 calories
b. 2500 calories
c. 3000 calories
d. 3500 calories

Do many fast food restaurants serve high-calorie foods which have been fried?

You've got a sweet tooth but want to cut down on calories. What should you eat?
a. Chocolate bar
b. Banana
c. 3 sugar cookies

Which food is highest in calories per serving?
a. Green beans
b. Lettuce
c. Peanut butter
d. Apple

List 3 low-calorie foods.

Which of the following is a nutrient?
a. Water
b. Bubble gum
c. Diet soda

Eliminating milk from the diet is a good way to reduce calories.

List 3 high-calorie foods.

You want to gain weight. Your best bet is to:
a. Increase the sweets you eat
b. Increase the number of balanced meals you eat
c. Eat to the "stuffing" point at every meal

Certain gland problems are the reason people are overweight.

A serving of milk is:
a. 1/2 cup
b. 1 cup
c. 1 1/4 cups

To lose weight consume no less than:
a. 500 calories
b. 1000 calories
c. 3000 calories

Is exercise good for a person wanting to gain weight?

A serving of vegetables is:
a. 1/4 cup
b. 1/2 cup
c. 1 cup

If you said c, you may go for a swim. Advance to the bridge over the brook or stay where you are.	If you chose d, go to next question.	If you chose a, you're right on. Advance 2 spaces.
Go back 3 spaces if you said yes.	If you chose b, jog on 2 spaces.	If you said Vitamin D, advance to the next question.
Advance 1 space if you said yes.	Advance 3 spaces for answering d.	If you chose b, advance 3 spaces.
Advance 2 spaces for right answers.	If you chose c, advance 1 space.	If you picked banana, advance 2 spaces.
Advance 2 spaces for right answers.	If you said yes, go back 2 spaces.	If you said water, you may go to the bridge over the brook or stay where you are.
If you chose c, advance 1 space.	If you answered yes, go back 2 spaces.	If you chose b, you should gain the weight. Advance 1 space.
If you chose b, advance 1 space.	If you answered yes, advance 1 space.	If you chose c, advance 2 spaces.

NUTRITION FOR SPECIAL NEEDS
UNIT IV

SCORE ______

NAME ____

EVALUATION

Weight Control - Match terms on the right to their correct definitions on the left by placing the correct letter in the blank.

____ 1. Condition which develops when a person uses more fats than carbohydrates for energy

____ 2. An eating disorder leading to extreme underweight which has a psychological cause

____ 3. An excess accumulation of body fat; at least 20% more than the maximum desirable weight for height

____ 4. Ten to 20% over the maximum desirable weight, not necessarily an excess of body fat

____ 5. At least 10% below the minimum desirable weight for height

____ 6. The unit by which food energy is measured

____ 7. Very high in calories with few nutrients such as vitamins and minerals

____ 8. Weight that makes one feel good and look good

____ 9. Fat tissue

____10. Rate at which the body uses energy for internal processes

____11. Crash program to lose weight

____12. Test in which the amount of fat layer is determined by measuring fold of skin

____13. Instrument used to measure fat layers

a. Obesity
b. Overweight
c. Calories
d. Underweight
e. Metabolic
f. Empty calories
g. Adipose tissue
h. Anorexia nervosa
i. Fad diet
j. Skin-fold (pinch) test
k. Skin-fold caliper
l. Ideal weight
m. Height-weight graph
n. Ketosis
o. Height-weight tables

____14. Chart comparing relationship of weight to height for age in zones

____15. Listing of recommended weights according to heights and bone structure

Special Diets - Match terms on the right with the definitions on the left by placing the correct letter in the space provided. Use terms only once.

____16. False claims that food will cure diseases

____17. Simple sugar which can be absorbed by body

____18. Form of carbohydrate stored in the muscles and liver

____19. An idea which is incorrect

____20. Substances from plants and animals used to enrich the soil and enhance

____21. Man-made chemical substances used to enrich the soil and enhance growth

____22. A certain dietary and exercise practice of storing an additional source of energy in the muscles

____23. Someone who does not eat animal products

____24. Plant foods produced without synthetic fertilizers or pesticides

____25. Foods which are minimally processed

____26. Foods which supposedly have special qualities which promote good health and prevent, treat or cure disease

____27. Chemicals used in farming to control insects, weeds, and diseases

____28. Relating to the heart and circulatory systems

____29. Disease affecting blood sugar (glucose) level

a. Glucose
b. Glycogen
c. Gastro-intestinal
d. Convalescent
e. Natural foods
f. Organic foods
g. Cardiovascular
h. Synthetic fertilizer
i. Organic fertilizer
j. Myth
k. Food quakery
l. Glycogen loading
m. Pesticides
n. Health foods
o. Diabetic
p. Vegetarian

____30. Relating to the stomach and intestines

____31. Person recovering from a health problem

32. List eight consequences of being overweight.

a.
b.
c.
d.
e.
f.
g.
h.

33. List five consequences of being underweight.

a.
b.
c.
d.
e.

34. List five reasons for being overweight.

a.
b.
c.
d.
e.

35. List four reasons for being underweight.

a.
b.
c.
d.

36. Place an "+" beside each statement below which is a suggestion for healthy weight reduction. Place a "0" beside those which are not healthy.

____ a. Don't be discouraged.

____ b. Do not eat out in restaurants.

____ c. Don't take second helpings.

____ d. Eliminate at least one meal per day.

____ e. Use smaller plates.

____ f. Eat quickly.

____ g. Try to limit your food to one or two items from each food group, while losing weight.

____ h. Do not eat snacks.

____ i. Eliminate seasonings and spices from foods.

____ j. Weigh yourself every day and record weight.

____ k. Keep a chart of body measurements.

____ l. Do not tell anyone about your attempt to lose weight.

____ m. Do not exercise since this increases appetite.

____ n. Change cooking methods.

____ o. Try to lose weight as quickly as possible.

____ p. Develop hobbies.

____ q. Keep food out of sight.

____ r. Do not make excuses.

37. Distinguish high-caloric foods from low-caloric foods from the list below by placing an "H" beside those high in calories and an "L" beside those low in calories.

a. ____Lettuce wedge
b. ____Sliced peaches
c. ____Cinnamon roll
d. ____Spaghetti
e. ____Peanut butter sandwich
f. ____Cantaloupe
g. ____Green beans
h. ____Puffed rice cereal
i. ____Chocolate cake
j. ____Macaroni and cheese

38. Describe each of the following approaches to weight control including how it affects the body and the chances of success it provides (long-term maintenance of ideal weight).

a. Single-food diets -

b. Low-carbohydrate or high-protein diets -

c. Fasting -

d. Behavior modification -

e. Surgery -

f. Mechanical methods -

g. Jaw wiring -

39. List ten hints for weight gain.

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

40. List three steps to follow to maintain an appropriate weight.

a.

b.

c.

41. List four reasons people follow vegetarian diets.

a.

b.

c.

d.

42. List five characteristics of "health" foods.

a.

b.

c.

d.

e.

43. Match the types of vegetarian diets on the right to their correct description on the left by placing the numbers in the blanks beside the letters describing each diet.

____ a. Those whose diet is chiefly fruits and nuts

____ b. Those who eat or drink no animal products

____ c. Those whose only source of an animal product is milk

____ d. Those who drink milk and eat eggs but consume no other animal products

____ e. Those who eat eggs but no other animal product.

____ f. Those who eat fish, but no other animal product

1. Vegans (total vegetarians)
2. Lacto-ovo-vegetarian
3. Lacto-vegetarians
4. Ovo-vegetarians
5. Pesco-vegetarians
6. Fruitarians

44. Describe the nutritional problems which might be created by a total vegetarian diet in the space below.

45. Select from the list below, those statements which are food myths by placing a "+" beside the statement. Place an "0" beside those which are not myths.

____ a. Vitamin pills are not needed by most people.

____ b. Eggs with brown shells are more nutritious than those with white shells.

____ c. Drinking large amounts of orange juice will cure the common cold.

____ d. Plain yogurt is more nutritious than milk.

____ e. Garlic reduces the blood pressure.

____ f. Raw milk may be unsafe to drink.

46. Describe how nutrient amounts of athletes differ from nonathletes.

47. List three guidelines for weight change for athletes.

a.

b.

c.

48. Select from the list below, pre-event and post-event eating guidelines for the athlete. Place a "+" by those statements which are guidelines and an "0" by those which are not guidelines.

____ a. Eat immediately prior to the event so that you have sufficient energy.

____ b. Avoid foods that may cause gas and discomfort.

____ c. Eat foods you enjoy.

____ d. A high-caloric snack is recommended after the event.

49. Select from the list below, those statements which are myths about foods for athletes. Place a "+" beside myths, and an "0" beside statements which are not myths.

____ a. Steak is the best source of protein for an athlete.

____ b. Salt tablets should be taken to replace certain minerals.

____ c. Tea is a good pregame beverage.

____ d. A baked potato would be a more valuable pre-event food than a candy bar.

____ e. An athlete should drink water whether or not he's/she's thirsty.

50. List five questions to ask yourself when evaluating a speaker or author of nutritional information.

a.

b.

c.

d.

e.

51. List ten reliable sources of nutritional information.

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

UNIT IV

ANSWERS TO TEST

1. N
2. h
3. a
4. b
5. d
6. c
7. f
8. l

9. g
10. e
11. i
12. j
13. k
14. m
15. o

16. k
17. a
18. b
19. j
20. i
21. h
22. l
23. p

24. f
25. e
26. n
27. m
28. g
29. o
30. c
31. d

32. a. All systems are burdened
    b. Leads to inactivity
    c. Certain diseases may be more prevalent
    d. Surgery and childbirth are more dangerous
    e. Poor self-image
    f. Withdrawal from social activities
    g. Clothing styles difficult to find
    h. By-passed on jobs

33. a. Deficient nutrients
    b. Improper growth
    c. Less body insulation
    d. Fatique
    e. Clothing fit a problem

34. (Any 5 of the following:)

    a. "Gland" (5% of cases)
    b. Tension, boredom, etc.
    c. Association with reward
    d. Addicted to sweets - psychological
    e. Modern conveniences
    f. Snacking habit
    g. Family customs
    h. Abundance of food
    i. Social customs in U.S.
    j. Unwise food choices
    k. Sedentary jobs
    l. More calories eaten than used (Basic reason)

35. (Any 4 of the following)

a. Illness
b. Stress
c. Overactivity
d. Obsession with slender body
e. Anorexia nervosa
f. Using more calories than eating (Basic reason)

36. a. +
b. 0
c. +
d. 0
e. +
f. 0
g. 0
h. 0
i. 0
j. 0
k. +
l. 0
m. 0
n. +
o. 0
p. +
q. +
r. +

37. a. L
b. L
c. H
d. H
e. H
f. L
g. L
h. L
i. H
j. H

38. a. Eating only 1 or 2 kinds of foods per day; usually monotonous and difficult to stay with; poor nutrition; not successful

b. Eating only high carbohydrate or high protein foods; could cause ketosis; does not change eating habits for life

c. Skipping meals; dangerous to health; not recommended; dieter usually overindulges when off diet

d. Changes eating habits and especially helps if overweight is caused by psychological reasons; generally successful

e. Intestinal by-pass or other surgeries; possibly dangerous; not recommended except in extreme cases; does not change eating habits.

f. Using sauna suits, massage, etc.; Expensive; weight loss temporary and due to water loss; no physical energy required, therefore, no body fat eliminated

g. Wire jaws shut; dangerous; poor nutrition; does not change eating habits

39. (Any 10 of the following:)

a. Balanced diet
b. 500-1000 more calories per day more
c. Cut down on excessive activity
d. Eat high-caloric foods
e. Eat regular meals
f. Use high-caloric cooking methods
g. Eat numerous snacks
h. Eliminate stress
i. Increase portions
j. Take time to eat

40. a. Adjust calories to match activity
b. Retain good eating habits
c. Analyze eating when weight reaches 3-5 pounds above or below normal

41. a. Religious doctrine
b. Moral position
c. Health reasons
d. Cost

42. a. May have no preservatives, particularly "artificial" preservatives
b. Some are not processed
c. Produced without synthetic fertilizer or pesticides
d. Usually more expensive
e. Are not necessarily more nutritious
f. Not guaranteed
g. Spoil quickly

43. a. 6
b. 1
c. 3
d. 2
e. 4
f. 5

44. Description should include: Can be healthy if foods are well chosen. May be harmful if poorly selected and cause poor growth, anemia, retardation, calcium, riboflavin B12, and Vitamin D deficiency; does not necessarily make people healthier.)

45. a. +
b. 0
c. 0
d. 0

e. 0
f. +

46. Description should include: Nutrient level from a balanced diet; carbohydrates eaten 3 hours before event; increased water intake; additional salt and calories - by eating more food, if properly selected, B vitamins should not be necessary.)

47. a. Avoid crash diets, sauna baths, etc.
b. Lose or gain only 1-3 pounds per week.
c. Avoid using hormones.

48. a. 0
b. +
c. +
d. 0

49. a. 0
b. +
c. 0
d. +
e. +

50. a. Is person qualified?
b. Does person have approval of profession?
c. Is this a sales presentation?
d. Is there misinformation on basic nutrition facts?
e. Does the person use emotional tactics?
f. Does this person discount or reduce respected authorities?
g. Does this person exaggerate, quote out of context, etc.?

51. (Any ten of the following:)

a. Home economics teacher
b. School nurse
c. Librarian
d. Food and nutrition
e. Extension specialist
f. Dietician
g. County and State Department of Health
h. District Dairy Council
i. Missouri Pork Producers
j. Missouri Egg Merchandising Council
k. Turkey Growers Association
l. American Dietetic Association
m. American Home Economics Association
n. Food and Drug Administration
o. USDA

MAXIMIZING THE FOOD DOLLAR
UNIT V

UNIT OBJECTIVES

At the completion of this unit, the student will be able to list reasons for planning food purchases, and use consumer food purchasing practices to maximize the dollars spent on food. Performance will be assessed through completion of assignment sheets, job sheets and by scoring 85% on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, students should be able to:

1. Match terms associated with planning and purchasing of food to the correct definitions.
2. List factors that affect planning of food purchases.
3. List reasons for planning food purchases.
4. Select from a list, techniques for planning to maximize the food dollar.
5. Categorize a food list for grocery shopping.
6. Plan menus for your family around "specials" to reduce costs.
7. Select from a list, characteristics of a good grocery list.
8. Match types of grocery stores to their descriptions
9. List factors to consider when selecting a grocery store.
10. List the best times to shop at the grocery store.
11. Describe grocery store marketing techniques.
12. Follow the correct planning techniques for food purchasing.
13. Select from a list, helpful food purchasing practices.
14. Identify and interpret required and optional information found on food labels.
15. Demonstrate an understanding of labeling and packaging by constructing a product package containing required and optional label information in a package desirable and appealing to the customer.

16. Calculate unit prices.

17. Distinguish between the four types of open dating.

18. Identify and describe the use of the Universal Product Code.

19. Compare grocery stores and product prices.

MAXIMIZING THE FOOD DOLLAR
UNIT V

SUGGESTED ACTIVITIES

I. Suggested Activities for Instructor

A. Order films, filmstrips, or other materials planned to supplement unit.

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Adapt materials for use with special needs students.

G. Plan time allotment for unit and decide whether assignments are to be in-class or at-home.

(NOTE: To save time on menu-writing assignments, have students plan menus for 1 or 2 days only. Optional parts might be ommitted.)

*H. Put up bulletin board.

*I. Evaluate students' knowledge to determine if they have achieved competencies established in Home Economics I: Basic Core Curriculum Foods and Nutrition Unit II on Meal Planning objectives #6 - #11. Review this section if necessary.

*J. Introduce unit with pretest questionnaire master "How Good A Shopper Are You?" Discuss.

*K. Show filmstrip, "Food: A Supernatural Resource."

*L. Encourage students to keep family grocery and restaurant receipts for one month as a home project experience. Have students calculate average cost per person and percentage of income spent on food. Students should make recommendations for ways to lower grocery costs.

*M. Before AS #3, #4, #5, and #6, review characteristics of a well-planned menu using a "popcorn" session (students "popping" up with characteristics) and show filmstrips on menu planning.

*N. Obtain advertisement sheets from various grocery stores in quantity for class use.

*O. Discuss foods which are currently "in-season" prior to Assignment #5.

*P. Plan groups of 2-3 students for Assignment #4.

*Q. Assign students to bring examples of packages and labels. They should be prepared to explain required and optional label information as well as packaging techniques used to sell the product.

*R. Invite consumer and family management specialist from the University Cooperative Extension Service in your county to discuss consumer purchasing with your class.

*S. Show filmstrip "Food Dollars and Sense."

*T. As possible, have students complete assignment and job sheets when noted in information pages; conclude and summarize unit with JS #2 and #3.

*U. General review.

*V. Give test.

(NOTE: Some objectives are evaluated only by assignments; should more thorough evaluation be desired, additional test questions should be written.)

*W. Reteach, if necessary.

*These activities are unique to this unit.

II. Instructional Materials

A. Objective sheet

B. Information sheets

C. Handouts

1. HO-1: Cost of Food at Home ...
2. HO-2: What Is UPC?
3. HO-3: Example of a Shelf Tag
4. HO-4: The Price Is Right Game
5. HO-5: Simple as Reading a Label

D. Transparency masters

1. TM-1: Purchasing Techniques
2. TM-2: Anatomy of a Label
3. TM-3: Food Labeling Example

E. Assignment sheets

1. AS-1: Term Review - Planning
2. AS-2: Knowing Your Shopping Terms
3. AS-3: Planning Techniques - "Specials" To Buy or Not To Buy
4. AS-4: Following Techniques in Planning Steps
5. AS-5: Planning Techniques - Planning Menus Around Advertised "Specials"
6. AS-6: Planning Techniques - Catagorize A Food List For Grocery Shopping
7. AS-7: Puzzling About Grocery Shopping (Instructor only)
8. AS-8: Problems For the Shopper
9. AS-9: Consumer Aids - Determining Label Information
10. AS-10: Consumer Aids - Reading a Nutrition Label
11. AS-11: Spending - Shopping For Food, Figuring Unit Prices

F. Job Sheets

1. JS-1: Compare Grocery Stores and Their Prices
2. JS-2: Grocery Stores! What We Can Learn From Others
3. JS-3: Do You Know Enough About Labeling and Marketing Techniques To Sell Your Own Product?

G. Answers to assignment sheets

H. Pretest Questionnaire

I. Test

J. Answers to Test

III. Unit References

A. Cote, Patricia. People, Food and Science. Lexington, MA: Ginn and Co., 1979.

B. Kawtalauk, Helen. Food For Today. Peoria, IL: Chas. A. Bennett Co., Inc., 1977.

C. Shank, et al. Guide to Modern Meals. McGraw-Hill Book Co., New York, NY, 1981.

D. White, Ruth Bennett. Food and Your Future. Englewood Cliffs, NJ: Prentice-Hall Inc., 1972.

IV. Filmstrips

A. Meal Planning Series - Purchase - Maclean Hunter Learning Resources, P.O. Box 4381, Grand Central Station, New York, NY 10017.

B. Guide to Meal Planning. Betty Crocker filmstrip teaching kit. Available for purchase or rent from General Mills, Inc., P.O. Box 1113, Minneapolis, MN 55440.

C. Planning to Eat? A Guide to Saving Time, Money and Energy. Purchase from Tupperware Home Parties, Educational Services, Div., P.O. Box 2353, Orlando, FL 32802.

D. Food: A Supernatural Resource. National Dairy Council. Write to: St. Louis District Dairy Council, Audio-Visual Service Center, 2232 Welsch Industrial Court, St. Louis, MO 63141.

E. Packaging. Betty Crocker Filmstrip Kit, General Mills, Inc., P.O. Box 1113, Minneapolis, MN 55440.

V. Films

A. Food - More For Your Money. Free-loan: Missouri Division of Health, Films and Literature Unit, Broadway State Office Building, P.O. Box 570, Jefferson City, MO 65101.

B. Read the Label - Set A Better Table. Free-loan: St. Louis District Dairy Council Film Library, Audio-Visual Service Center, 2232 Welsch Industrial Court, St. Louis, MO 63141.

MAXIMIZING THE FOOD DOLLARS
UNIT V

INFORMATION OUTLINE

I. Terms and Definitions (AS-1 and AS-2)

A. Generic labeled product - label with no brand name containing only essential information; usually sold at lower price than other products

B. National brand - foods produced or packaged by a company advertising nationwide.

C. Store brand (house brand or private brand) - foods produced or packaged for a chain store; often sold at a lower price than national brand products.

D. Grades - classification established by USDA to indicate quality of meat or produce, milk and some cheeses based on taste, texture or appearance

E. Comparison shopping - choosing a product from several similar products by evaluating price and label information

F. Open dating - system of placing a readable date on packages of perishable and semiperishable products

G. Unit pricing - method of determining price to assist in comparing similar products. Example: Price per ounce, per pound, or per dozen.

H. Universal Product Code - bar lines used for computerized checkout and inventory

I. Staples - foods and supplies to always have on hand for a well-stocked kitchen. Example: flour, spices, sugar, shortening, etc.

J. Standards of identity - description of food products set up by the FDA which specifies the ingredients a product such as catsup or mayonnaise must contain; therefore, no ingredient list is required on label.

K. Produce - fresh fruits and vegetables

L. Loss-leader - grocery item offered at or below store costs in order to attract customers to the store who then also purchase higher priced items.

M. US RDA - the percentage of recommended amounts of nutrients a person needs per day.

N. "Junk food" - foods with very little or no nutritional value. They tend to be high in calories; also called "empty-calorie" foods

O. Consumer - person who uses goods and/or services

P. Impulse buying - purchases made on the spot without prior planning

Q. "Specials" - advertised items sold at a lower than normal price

R. Meat substitutes - higher protein foods other than meat, such as cheese, eggs, peanut butter, beans

S. Meat extenders - less expensive food, usually grain or plant products added to meat dishes to provide more servings

T. In-season - fresh fruit, vegetables, or other food usually purchased at lower cost during peak harvest

U. Convenience food - product that saves time by eliminating preparation steps

II. Factors That Affect Planning of Food Purchases to Maximize the Food Dollar (BB-1)

A. Money available

B. Time, energy, and skills available for planning, shopping and preparing

C. Facilities, storage and equipment available

D. Number of people eating

E. Nutritional needs of people eating

(NOTE: Nutritional needs will vary depending on the age, health, size, sex, physical activity of those eating meals.)

F. Availability of home-grown or home-preserved foods.

G. Availability of shopping facilities and number of "specials"

(NOTE: You will plan differently if you shop once a month in a discount store far away from you, than if you shop weekly at a nearby store.)

H. Climate or season

I. Food preferences of persons eating

J. Lifestyle of persons eating

III. Reasons for Planning Food Purchases to Maximize the Food Dollar

A. Helps consumer stay within food budget.

B. Provides a plan to make sure nutritional needs are met.

C. Allows time to use resource materials in planning foods. Examples: cookbooks, magazines, newspapers, advertisements

D. Promotes variety in meals.

E. Reduces number of trips to grocery store.

F. Eliminates rush to decide what to serve for meals.

G. Provides opportunity to take advantage of advertised "specials". (AS-3)

IV. Planning Techniques for Maximizing the Food Dollar

A. Determine amount of money available. (AS-4)

(NOTE: On the average, people in the U.S. spend almost 16% of their income on food. This varies with income. Low income families can spend as much as 50% of their income while those in higher brackets spend as little as 4%. HO #1)

B. Plan menus for the week or month

(NOTE: By planning in advance you can save time, energy and money and can serve nutritious, flavorful, attractive meals. Be sure to consider advertisements for food specials as you are planning.)

1. Plan around the nutritional needs of your family.
2. Plan uses for dried instead of fresh milk.
3. Plan meals using less tender cuts of meat and lower grade produce.
4. Use meat substitutes when economical.
5. Stretch expensive items such as meat by combining with meat extenders.
6. Plan uses for leftovers.

   (NOTE: This also saves time and energy.)
7. Plan to use "in-season" foods when they are more economical.

8. Plan to use "specials" and lower cost foods in menus. (AS-5)

9. Plan general time schedules for food preparation, service, and clean-up as you are making menus.

   (NOTE: This is especially important if you work outside the home or family members have a hectic schedule.)

10. Plan proper storage space for food items.

    (NOTE: You may want to clean out refrigerator. Prepare freezer or cabinet space before leaving for shopping. Plan uses or storage for food purchased in quantity which is usually, but not always, more economical.)

11. Plan to cover quantity (freeze extra portions for later meal)

C. Make grocery list using menus, recipes and ad sheet. (AS-6)

1. Inventory on-hand supplies. (BB-2)

2. Keep a "running" list on which to write needs during the week or month.

3. Organize foods in categories. Example: dairy foods, milk, cheese, cream, etc.

4. Organize list in the order items are found in store. (With frozen foods listed last.)

5. Give specific sizes, amounts and numbers.

6. Indicate brand names when this is important.

7. Indicate "specials" and sale items.

8. Allow for flexibility. Substitute if items are unavailable.

9. Do not purchase unnecessary items.

10. Attach needed coupons to list.

D. Plan time to shop.

1. Plan one trip to the grocery store per week.

   (NOTE: Studies show that more trips to the store result in more unnecessary items purchased; also more time and gasoline are used.)

2. Early in the day

   (NOTE: Produce and meat may be freshest early in the day. The store is also usually the least crowded at this time. However, learn the habits of your local store.)

3. When you are not hungry

   (NOTE: Shopping for groceries when hungry may result in impulse buying.)

4. When you can shop alone

   (NOTE: Shopping with other people often results in impulse buying. Children may also add frustration and encourage fast decisions or unplanned purchases.)

5. When you are not too tired or rushed

6. The day of the week when the store offers the best buys for you, yet is least crowded.

E. Plan where to shop (Pretest) (BB-3)

1. Types of places to buy

   a. Supermarket - self-service grocery stores varying in size from small neighborhood stores to large ones with thousands of items of a wide variety; prices vary with size of store but are usually moderate.

   b. Speciality stores - smaller stores which carry one type of food such as dairy stores, bakeries, meat stores, cheese stores, and ethnic food stores; usually have a complete line of the item but more expensive.

   c. Convenience stores - usually small stores carrying essential food and snack items; offer wider store hours such as 24-hour service and weekends; usually more expensive.

   d. Buying clubs - association composed of neighborhood residents who buy direct from wholesalers, usually not incorporated.

   e. Co-op - corporation of people who buy direct from wholesaler.

   f. Delicatessen - stores selling food already prepared; more expensive usually because of preparation costs.

   g. Farmer's markets - large markets, often outdoors or partially enclosed selling produce; many different sellers each with a separate stall; prices vary.

   h. Roadside stands - stands adjacent to farms, selling products grown nearby; products are very fresh; not refrigerated; prices vary.

   i. Pick-your-own buying - lower-priced produce if customer picks his/her own at the farm.

   j. Discount food stores - stores with low overhead offering no special services, selling at very low prices; variety may be limited with many generic or private brand items sold.

2. Factors to consider when selecting a grocery store. (JS-1 and JS-2)

   a. Food prices

      (NOTE: Food prices tend to be higher in small neighborhood grocery and convenience stores but these stores may save time, energy and gasoline. Evaluate carefully the types of stores available.)

   b. Location

      (NOTE: Evaluate distance, parking, safety, closeness to other stores.)

   c. Services provided - Example: delivery services, trading stamps, credit, check cashing, pharmacy, bakery, greenhouse items, etc.

      (NOTE: Evaluate the value of these services to you compared to possible increased prices of the store.)

   d. Quality and variety of food selection.

   e. Cleanliness of facility and general atmosphere.

   f. Attitude friendliness, and service provided by personnel.

   g. Essential stock of nonfood items.

   h. Convenient floor plan.

      (NOTE: Food items are easy to find, arranged in logical order with easy-to-read signs overhead.)

3. Marketing techniques used by grocery stores (HO-2 and HO-3)

   a. More expensive, high profit items placed at eye level.

   b. Items placed at check-out line that are likely to encourage impulse buying.

   c. Candy, toys, etc., placed at children's eye level.

d. Items purchased frequently (meat, bread, milk) placed in area which will force consumer to walk around entire store.

e. In-aisle displays.

f. Use of music to relax customer so he/she spends more time in store.

g. Use of games, contests, trading stamps, premiums such as dinnerware to attract customers.

h. Higher profit items displayed with sale items. Example: short cake and whipped topping with strawberries on sale.

i. Loss-leader items offered.

j. Higher profit items such as baked goods, produce, and meat are placed around edges so shoppers pick up these first before they begin to worry about how much money they are spending.

k. Colored lights and bright colors used to enhance products such as red lights and use of greenery to show off meat display.

V. Food Purchasing Practices That Maximize the Food Dollar (TM-1, AS-7, AS-8 and HO-4)

A. Use a list

(NOTE: Studies show you can save as much as 20% of your food dollars if you have a list and stick to it.)

B. Compare prices using unit pricing. (See Part VI, B in outline)

(NOTE: Most store or private brands will be sold for a few cents less than national brands.)

C. Compare prices of convenience foods and home-prepared foods.

(NOTE: Usually you are paying more for additional processing of convenience foods, but some are cheaper than home-prepared. Also, consider time, energy, and taste.)

D. Resist impulse buying.

E. Read and evaluate labels on containers.

F. Evaluate cost of nonfood items before purchasing.

(NOTE: These items are usually more expensive in a grocery store than at another type of store.)

G. Shop for groceries on a weekly or monthly basis.

(NOTE: This saves time, energy and money.)

H. Evaluate true costs of packaging.

(NOTE: Foods in plain packages are usually less expensive than foods in large, bright, colorful packages or that contain "free" offers or gifts.)

I. Evaluate food specials or sales. Calculate unit prices.

(NOTE: Sometimes advertised "specials" are not actually less expensive than other items.)

J. Use a calculator when shopping.

(NOTE: It's easier to keep within your allotted dollar amount and is easier to determine unit pricing.)

K. Do not exceed food budget.

L. Purchase foods in quantity when less expensive and storage space allows.

M. Purchase foods in season, if less expensive.

N. Listen and watch at the checkout counter to make sure charges are made correctly, proper change is returned and coupons are deducted.

O. Redeem coupons on items purchased. (BB-4)

(NOTE: Use coupons only on planned purchases; check expiration date on coupons, minimum purchase amounts.)

P. Compare and evaluate foods for nutritional value in relation to costs.

(NOTE: Avoid expensive "empty-calorie" foods.)

Q. Calculate and evaluate cost per serving of foods being purchased.

R. Interpret open dating system used on perishable products.

(NOTE: Do not purchase items which may not be fresh by the time you use them.)

S. Buy perishable foods in correct amounts for intended use.

T. Use grocery store scale to weigh produce and check weight of packaged products.

U. Avoid sampling products, unnecessary handling and returning items to wrong places.

(NOTE: This cost is passed on to the consumer.)

V. Select lower grades when the finest quality appearance is not necessary. Example: lower grade tomato pieces for soup rather than higher grade whole tomatoes.

X. Carefully check condition of containers and packages befor purchasing.

(NOTE: Do not buy packages where a seal has been broken; frozen foods showing evidence of thawing; cans that are rusting or bulging. Cans slightly dented may be good buys if metal is not broken or rusted.)

Y. Finish shopping as quickly as possible - do not linger in store.

(NOTE: Studies show that for every minute of extra time spent in the grocery store more money is spent on impulse purchases.)

Z. Buy the least expensive form - whether fresh, frozen or canned.

AA. Evaluate whether it is more economical to purchase fresh fruits and vegetables by number or by weight.

BB. Make all grocery purchases at one grocery store.

(NOTE: Studies show that, as a rule, comparison shopping from store to store does not save as much money as people think when considering gasoline costs and time.)

CC. Take pen or pencil with you to check off purchases from your list as they are made; note items not available or make calculations.

DD. Ask to have prepackaged foods broken if they contain more than you need.

EE. Buy foods whole and slice; grind or cut up yourself. Example: slab bacon, whole chicken, cheese by pound.

FF. Handle shopping carts with care.

(NOTE: Damage to or loss of carts is a cost passed on to consumer.)

GG. Store foods quickly and properly after purchase.

HH. Speak to the manager about refunds or exchanges for damaged food, foreign objects in food or spoiled food.

(NOTE: Also report to FDA.)

II. Be neat in appearance, polite and courteous to other customers and store personnel. (You usually get better service.)

JJ. Buy "day old" bakery products if you have a planned use.

KK. Buy generic labeled products.

VI. Consumer Aids to Use (TM-2, TM-3 and BB-5)

A. Food labels are required by the Food, Drug and Cosmetic Law to inform the consumer about what he/she is buying. (AS-9)

1. Required information (JS-3)

a. Legal name of product

b. Name, address and zip code of manufacturer, packer or distributor

c. Net weight or volume of contents

d. Statements of properties if special dietary uses are recommended. Example: salt-free

e. Statement of any artificial coloring, flavoring, or chemical preservatives

f. Statement of ingredients listed by common names in descending order of volume - unless it has a standard of identity.

g. Information concerning variety, style of pack and presence of packing medium on canned fruits and vegetables. Example: whole kernel sweet corn or cream style sweet corn.

h. Statement of reason if a product is below basic standard quality or below standard of fill as set by FDA.

i. Universal Product Code (HO-2)

j. Nutritional label (AS-10 and HO-5)

(NOTE: Not required on all foods at this time; only required on foods for which a nutrition claim is made. For products that have a standard of identity established, information on #5 and #6 is not necessary.)

Cost of Food at Home Estimated for Food Plans at Four Cost Levels, December 1981, U.S. Average[1]

Sex-Age Groups	Cost For 1 Week				Cost For 1 Month			
	Thrifty Plan[2]	Low-cost Plan	Moderate Cost Plan	Liberal Plan	Thrifty Plan[2]	Low-Cost Plan	Moderate Cost Plan	Liberal Plan
	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars
Families								
Family of 2:[3]								
20-54 years	33.10	42.60	53.40	63.70	143.20	184.60	230.80	276.00
55 years and over	29.80	38.10	47.10	56.00	128.90	164.80	203.80	242.70
Family of 4:								
Couple, 20-54 years and children--								
1-2 and 3-5 years	47.10	59.90	74.70	89.10	203.60	259.70	332.10	386.00
6-8 and 9-11 years	56.70	72.40	90.70	108.30	245.70	314.00	392.70	469.30
Individuals[4]								
Child:								
7 months to a year	6.80	8.20	10.00	11.80	29.50	35.60	43.40	51.20
1-2 years	7.70	9.70	11.90	14.10	33.20	41.90	51.50	61.10
3-5 years	9.30	11.50	14.30	17.10	40.20	50.00	61.80	74.00
6-8 years	11.80	15.00	18.70	22.40	51.20	65.00	81.20	97.00
9-11 years	14.80	18.70	23.50	28.00	64.30	81.20	101.70	121.40
Male:								
12-14 years	15.80	19.90	24.80	29.60	68.40	86.20	107.60	128.40
15-19 years	17.30	21.90	27.40	32.80	74.80	94.90	118.70	142.30
20-54 years	16.60	21.40	27.00	32.30	71.80	92.80	116.80	140.10
55 years and over	14.80	18.90	23.50	28.10	64.00	81.90	101.70	121.70
Female:								
12-19 years	14.00	17.70	21.90	26.10	60.60	76.90	95.00	113.10
20-54 years	13.50	17.30	21.50	25.60	58.40	75.00	93.00	110.80
55 years and over	12.30	15.70	19.30	22.80	53.20	67.90	83.60	98.90
Pregnant	16.90	21.40	26.30	31.20	73.20	92.80	114.00	135.20
Nursing	17.90	22.70	28.20	33.40	77.70	98.30	122.10	144.00

[1] Assumes that food for all meals and snacks is purchased at the store and prepared at home. Estimates for each plan were computed from quantities of foods published in the Winter 1976 (thrifty plan) and Winter 1975 (low-cost, moderate-cost, and liberal plans) issues of **Family Economics Review.** The costs of the food plans were first estimated using prices paid in 1965-66 by households from USDA's Household Food Consumption Survey with food costs at four selected levels. USDA updates these survey prices to estimate the costs for the food plans using information from the Bureau of Labor Statistics: "Estimated Retail Food Prices by Cities" from 1965-66 to 1977 and "CPI Detailed Report," tables 3 and 9, after 1977.

[2] Coupon allotment in the Food Stamp Program based on this food plan.

[3] Ten percent added for family size adjustment. See footnote 4.

[4] The costs given are for individuals in 4-person families. For individuals in other size families, the following adjustments are suggested: 1-person--add 20 percent; 2-person--add 10 percent; 3-person--add 5 percent; 5-or-6-person--subtract 5 percent; 7-or-more-person--subtract 10 percent.

2. Optional information

   a. Brand name

   b. Picture of product

   c. Details about quantity - Example: number of pieces; number of cups

   d. Size and degree of maturity - Example: young pears

   e. Degree of seasoning - Example: mild or hot

   f. Nutritional information

      (NOTE: Optional on all foods except those having a nutritional claim made. The law requires the following to be listed per serving to the right of the main panel: calories, protein, carbohydrates, fat, Vitamin A, Vitamin C, thiamin, riboflavin, niacin, calcium and iron. Any additional nutritional information is optional.)

   g. Directions for use. Examples: recipes, cooking information, serving ideas

   h. Inspection mark

   i. Number and size of servings per container

   j. Date packaged or date beyond which product should not be sold.

B. Unit pricing (AS-11 and HO-3)

   1. Cost per ounce, item, or other convenient unit

   2. Some stores show unit price on tag or sign attached to shelf to help consumer compare various sizes and brands.

   3. Can be calculated by consumer by dividing number of units into the price of each item and comparing the results.

C. Open dating

   1. Pack date - date the food was packaged (usually on items with long shelf life)

   2. Pull date (or "sell by") - the last day that the store may sell the item as fresh, assuming it has been stored and handled properly. Example: dairy products.

   3. Expiration date - the last day the food should be used. Example: baby formula and yeast.

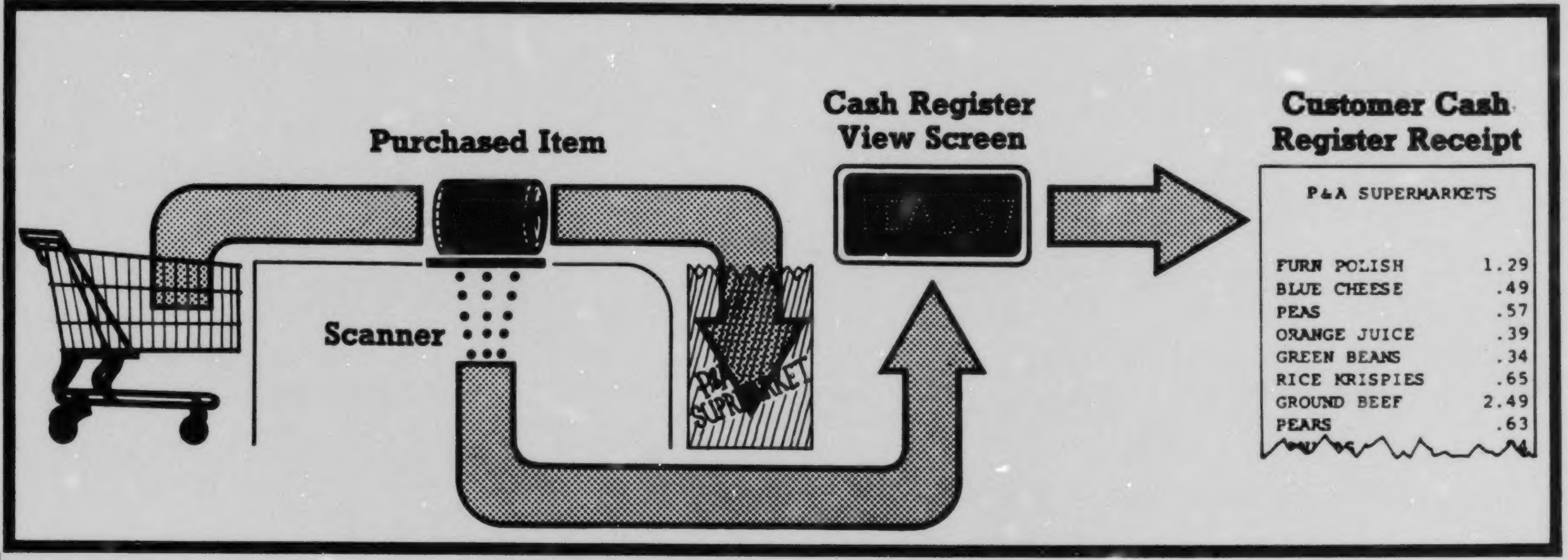
4. Quality assurance date (or "best if used by") - the latest date you can reasonably expect freshness. Example: cake mixes, cookies, cereal, etc.

   (NOTE: Called "open" because, in the past, dating of products was coded so only manufacturer or retailer could read the date. This open date is only as helpful as it is accurate; it depends on factors such as temperature and conditions of storage, etc.)

D. Universal Product Code (HO-2)

1. A 2.5 cm (1 inch) bar of straight lines with numbers
2. Developed for computerized checkout counters
3. Laser beam reads information
4. Prices and name of item are flashed on a small screen for consumer to see.
5. Sales receipt identifies the product, price and weight
6. Totals the customer's bill and keeps running inventory for store.
7. Prices may be marked only on the shelves and not on the container.

What [illegible] UPC?


Purchased Item
Scanner
P&A SUPERMARKET
Cash Register View Screen
Customer Cash Register Receipt
P&A SUPERMARKETS
FURN POLISH 1.29
BLUE CHEESE .49
PEAS .57
ORANGE JUICE .39
GREEN BEANS .34
RICE KRISPIES .65
GROUND BEEF 2.49
PEARS .63

If you've started to notice those symbols and numbers that are appearing on packages in your supermarket–it's the new UNIVERSAL PRODUCT CODE. The UPC code is made up of a series of bars called the symbol. The numbers printed under the symbol identify the manufacturer and the item.

The thickness of the bars of the symbol are "read" as the package is passed over the electronic scanner which will be built into the checkout stand in the supermarkets of the future.

The electronic scanner will translate, through the use of a pre-programmed computer, the UNIVERSAL PRODUCT CODE symbol into an item description and price which will appear on the cash register view screen.

The checker will be required only to handle the groceries and serve as your cashier.

CONSUMER BENEFITS:

We anticipate this new system will benefit you by providing...

Detailed Cash Register Receipt–a welcomed asset in planning a food budget, and will be an accurate record of items purchased and price.

Faster Checkout–cashier will merely pass each coded item over the scanner and bag it almost simultaneously.

Accuracy at Checkout–virtually eliminates errors caused by over-rings and under-rings, automatic identification of taxable items, automatic coupon handling, and correct pricing on advertised specials.

Less Out-of-Stock Items–improvements in inventory efficiency will result in fewer items being out of stock. The computer will keep track of merchandise sold and can reorder those items.

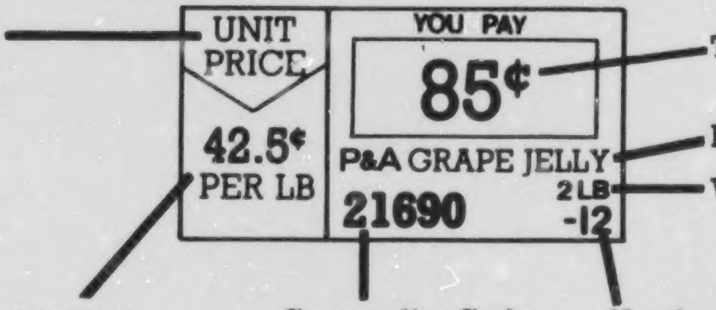
HO-2

HO-3

Example of a Shelf Tag

A new kind of shelf tag lets you make accurate price comparisons at a glance!

Price per unit
Use to compare prices. The unit price is always on the left hand side of the tag on an orange background.


UNIT PRICE
42.5¢
PER LB
YOU PAY
85¢
P&A GRAPE JELLY
21690
2 LB
-12

The retail price you pay

Brand name of item

Weight of Item

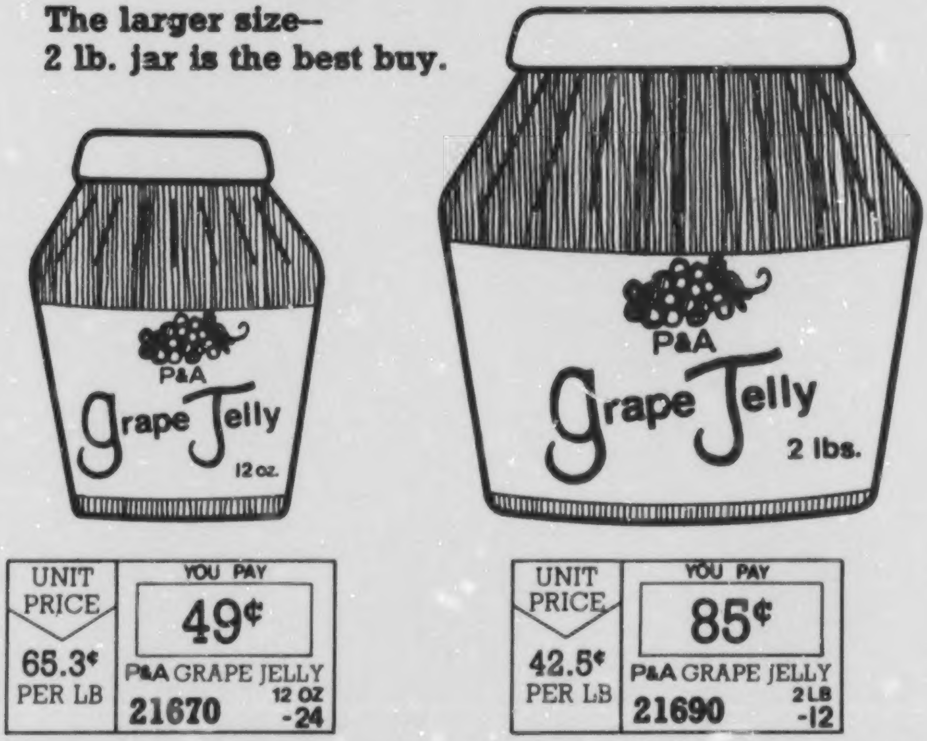
Comparison measure

Commodity Code

Number of packages per case

Compare On Value

**The larger size--
2 lb. jar is the best buy.**


P&A
Grape Jelly
12 oz.
P&A
Grape Jelly
2 lbs.
UNIT PRICE
65.3¢
PER LB
YOU PAY
49¢
P&A GRAPE JELLY
21670
12 OZ
-24
UNIT PRICE
42.5¢
PER LB
YOU PAY
85¢
P&A GRAPE JELLY
21690
2 LB
-12

To compare costs of a product in different sizes or brands, just look at the price on the unit price side of the label...then compare that unit price against another, checking price per measure, brand to brand, size to size.

HANDOUT #4: THE PRICE IS RIGHT GAME

In order to recognize a bargain as a bargain the consumer should be familiar with current prices of grocery items. To create such awareness students might play the following games.

Various grocery store items are arranged on four trays in front of the class, their prices covered by a small piece of contruction paper. Each tray contains five items and is used for the following games:

GAME #1: GROCERIES ADD UP

The contestant (student) picks several items from one tray to add up to a total between 4.50 and 5.00.

GAME #2: HI-LO

The contestant (student) must pick the highest priced and lowest priced items on the tray.

GAME #3: SAME PRICE

The contestant (student) must choose two items that are closest to the same price.

GAME #4: TOO HIGH OR TOO LOW

False prices are put on top of regular prices. Contestant (student) must guess whether or not the false price is higher or lower than the regular price.

Winners of each of these games are awarded a small prize and allowed to compete for the "Showcase" Grand Prize. To win this prize, the contestant must come closest to the total amount of five items without exceeding that amount.

Simple as Reading a Label. . .
A Nutritional Label

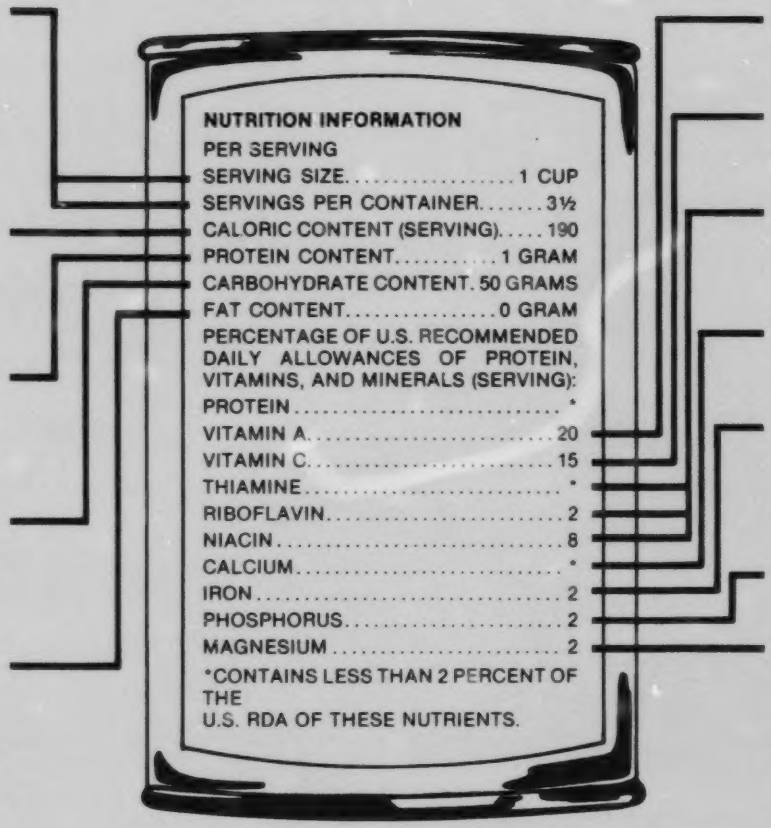
Serving size–Values for the nutrients refer to a given portion. Be sure to check the serving size and make adjustments according to individual intake. Packing liquids contain valuable water-soluble nutrients. Draining off these liquids will result in some loss of the nutrients stated in the label.

Calories–A measure of energy values in foods. All normal body functions, including breathing, growth and physical activity, involve some expenditure of energy use.

Protein–Essential components of body cells, proteins are made up of long chains of amino acids. Some of the amino acids can be manufactured by the body; others are obtained from food.

Carbohydrates–Principally sugars and starches provide a quick source of energy. (Values are expressed in grams; there is no established U.S. RDA for Carbohydrates.)

Fat–The most concentrated source of food energy. They aid in absorption of some vitamins and enhance the flavors of many foods. Excess fat is stored as body fat. (Values are expressed in grams, there is no established U.S. RDA for fat.)



NUTRITION INFORMATION

PER SERVING

SERVING SIZE	1 CUP
SERVINGS PER CONTAINER	3½
CALORIC CONTENT (SERVING)	190
PROTEIN CONTENT	1 GRAM
CARBOHYDRATE CONTENT	50 GRAMS
FAT CONTENT	0 GRAM

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES OF PROTEIN, VITAMINS, AND MINERALS (SERVING):

PROTEIN	*
VITAMIN A	20
VITAMIN C	15
THIAMINE	*
RIBOFLAVIN	2
NIACIN	8
CALCIUM	*
IRON	2
PHOSPHORUS	2
MAGNESIUM	2

*CONTAINS LESS THAN 2 PERCENT OF THE U.S. RDA OF THESE NUTRIENTS.

Vitamin A–Necessary for cell growth, healthy skin and tissues; resistance to infection and good vision.

Vitamin C–Necessary for sound bone and tooth formation and healing of wounds.

Thiamin, Riboflavin, Niacin–These B Vitamins help release energy from carbohydrates, fat and proteins and promote healthy nerves and skin.

Calcium–Necessary for proper bone and tooth formation; helps nerves, muscles and heart function properly.

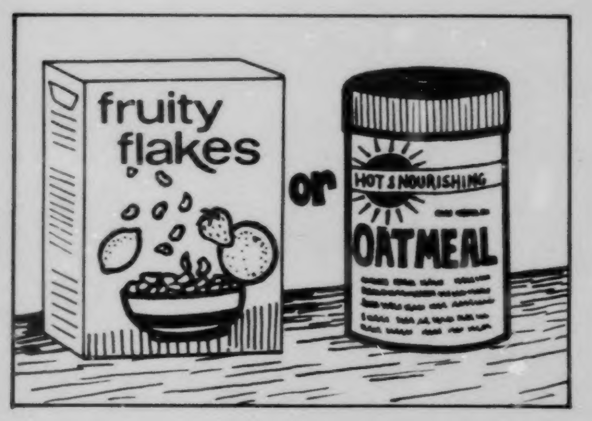
Iron–Important to the production and proper functioning of red blood cells. Especially important for development of nerve and bone tissue and for generating energy.

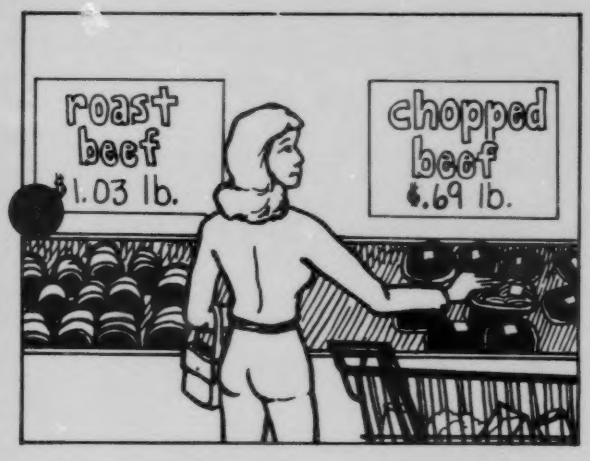
Phosphorus–Important for strong bones and teeth.

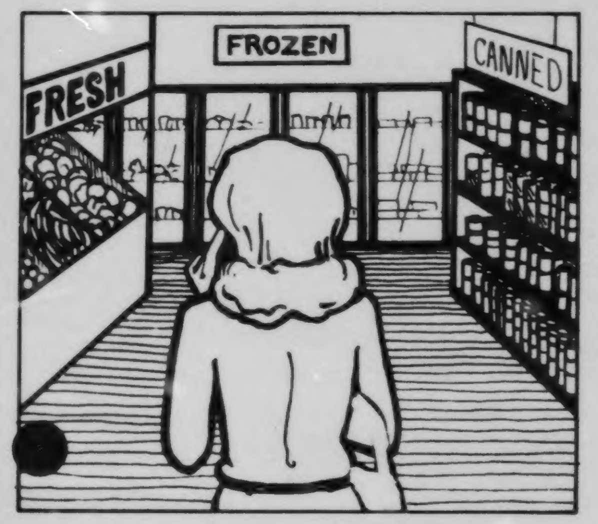
Magnesium–Required for many chemical reactions in the body.

At a glance, you can see that a one cup serving of peaches will provide 20% of your daily Vitamin A needs, 15% of Vitamin C and 190 calories.

Purchasing Techniques


fruity
flakes
or
HOT & NOURISHING
OATMEAL

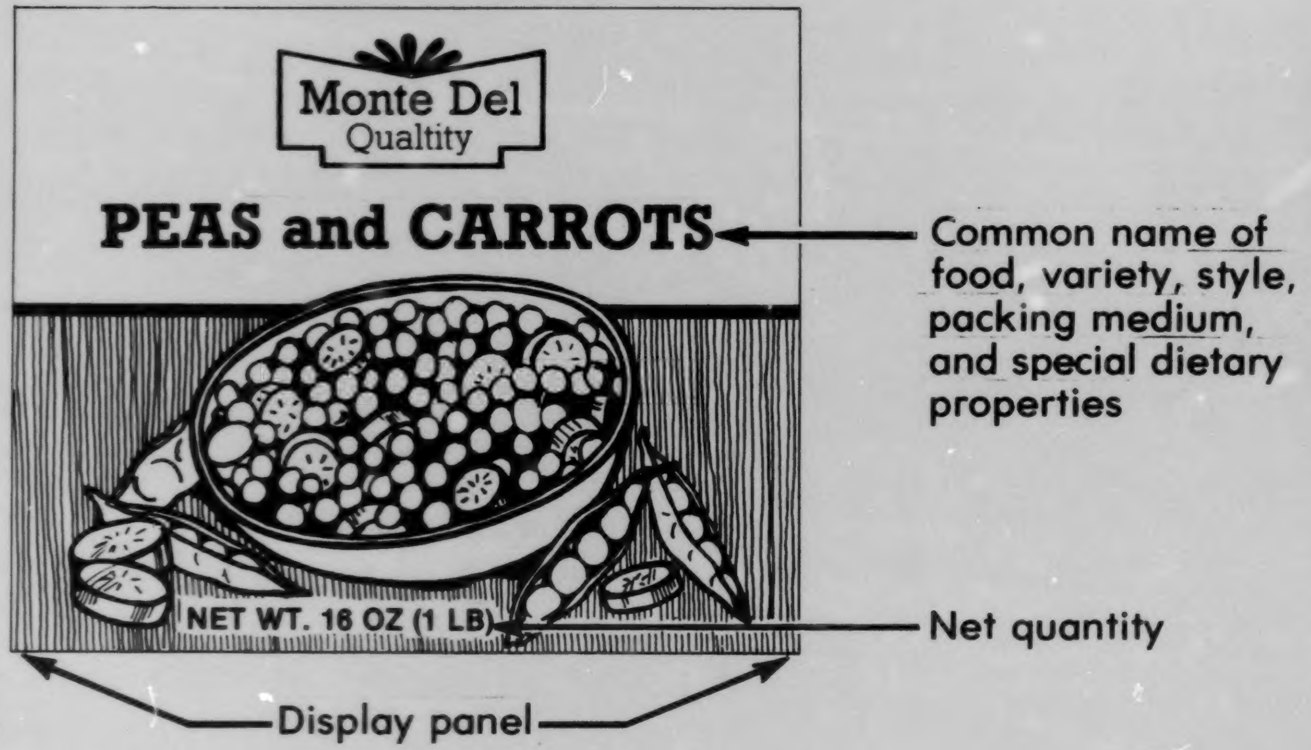

roast
beef
$1.03 lb.
chopped
beef
$.69 lb.


FROZEN
FRESH
CANNED

- Buy lower priced margarine instead of butter for cooking or as a spread
- Buy the largest quantity you can reasonably use
- Evaluate convenience foods - buy cereals that require cooking instead of the ready-to-eat ones
- Buy less-tender cuts of meat instead of tender cuts
- Buy dried milk instead of fresh milk
- Buy lower grades instead of the top grade of some foods
- Buy the least expensive form - whether fresh, frozen, or canned

Can you think of any other purchasing techniques?

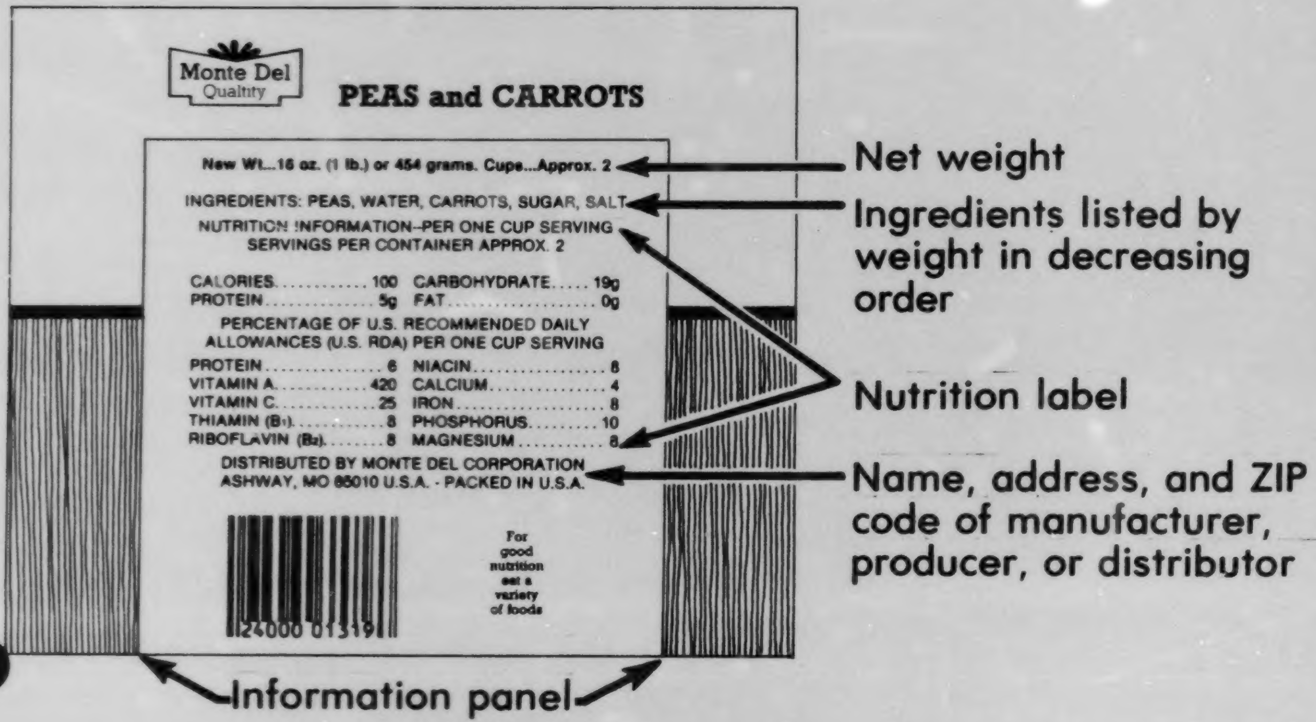
Anatomy Of A Label


Monte Del
Qualtity
PEAS and CARROTS
NET WT. 16 OZ (1 LB)

Common name of food, variety, style, packing medium, and special dietary properties

Net quantity

Display panel


Monte Del
Qualtity
PEAS and CARROTS
24000 01319
For good nutrition eat a variety of foods

New Wt...16 oz. (1 lb.) or 454 grams. Cups...Approx. 2

INGREDIENTS: PEAS, WATER, CARROTS, SUGAR, SALT

NUTRITION INFORMATION--PER ONE CUP SERVING
SERVINGS PER CONTAINER APPROX. 2

CALORIES	100	CARBOHYDRATE	19g
PROTEIN	5g	FAT	0g

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA) PER ONE CUP SERVING

PROTEIN	6	NIACIN	8
VITAMIN A	420	CALCIUM	4
VITAMIN C	25	IRON	8
THIAMIN (B_1)	8	PHOSPHORUS	10
RIBOFLAVIN (B_2)	8	MAGNESIUM	8

DISTRIBUTED BY MONTE DEL CORPORATION
ASHWAY, MO 65010 U.S.A. - PACKED IN U.S.A.

Net weight

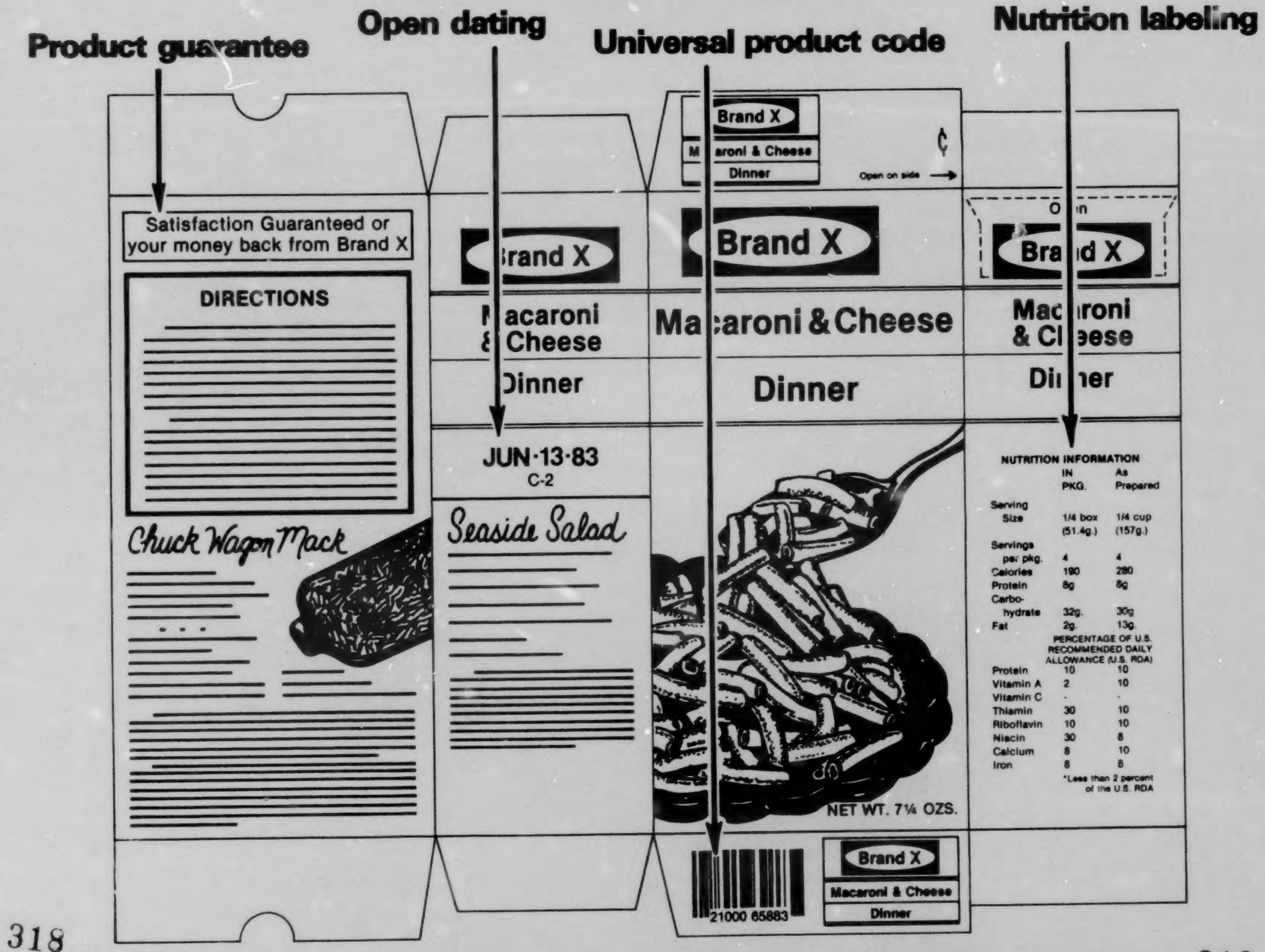
Ingredients listed by weight in decreasing order

Nutrition label

Name, address, and ZIP code of manufacturer, producer, or distributor

Information panel

Food Labeling Example


Product guarantee
Open dating
Universal product code
Nutrition labeling
Satisfaction Guaranteed or your money back from Brand X
DIRECTIONS
Chuck Wagon Mack
Brand X
Macaroni & Cheese
Dinner
JUN·13·83
C-2
Seaside Salad
Brand X
Macaroni & Cheese
Dinner
¢
Open on side
Brand X
Macaroni & Cheese
Dinner
Open
Brand X
Macaroni & Cheese
Dinner
NUTRITION INFORMATION
IN PKG.
As Prepared
Serving Size 1/4 box (51.4g.) 1/4 cup (157g.)
Servings per pkg. 4 4
Calories 190 280
Protein 8g 8g
Carbohydrate 32g. 30g
Fat 2g. 13g.
PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCE (U.S. RDA)
Protein 10 10
Vitamin A 2 10
Vitamin C * *
Thiamin 30 10
Riboflavin 10 10
Niacin 30 8
Calcium 8 10
Iron 8 8
*Less than 2 percent of the U.S. RDA
NET WT. 7¼ OZS.
21000 65883
Brand X
Macaroni & Cheese
Dinner

MAXIMIZING THE FOOD DOLLAR
UNIT V

NAME ______________________________ SCORE ____________

ASSIGNMENT SHEET #1: TERM REVIEW - PLANNING

Directions: In the puzzle below, circle the seven terms relating to planning food purchases. Define each in the space below.

C O N S U M E R A C E G I K M O
Q M E A T E X T E N D E R U S W
A Z B I D A F H J L N P O R T V
X E T M N T R M D G B O T I U M
C T S P O S P E C I A L S T E S
E R B U M U E L T N E R S I T E
G M O L T B L A N T N D E R I N
I O M S I S M N S O R T U M U R
K T R E N T O N B O M S U C D E
M E N B U I L K I L N S E U O N
O C O U M T U L L E R O M S B T
P M T Y O U N X S E A N V T D P
U S K I N T O R F I N C B I T Z
R C O N V E N I E N C E F O O D
O B D G F H K M P R S T I R T E

Definition of terms

1.

2.

3.

4.

5.

6.

7.

MAXIMIZING THE FOOD DOLLAR
UNIT V

ASSIGNMENT SHEET #2: KNOWING YOUR SHOPPING TERMS (Teacher's Instructions)

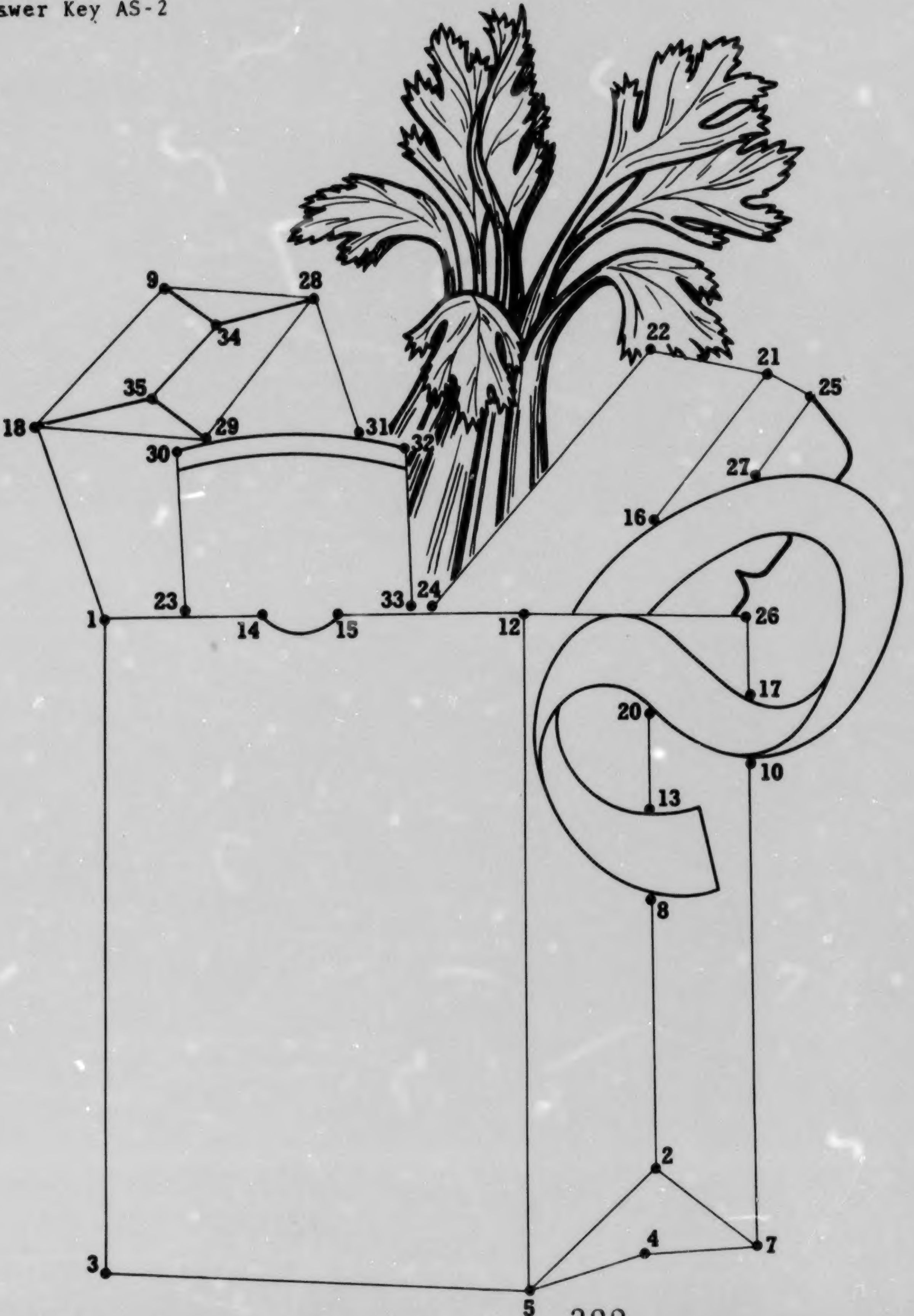
"Knowing Your Shopping Terms" is a review activity which might be used as an individual, team or class activity.

INDIVIDUAL: The students should complete this exercise from their books and then turn it in to the teacher.

TEAM: Divide the class into teams. Make sure each team has a copy of the puzzle. The first team to complete the puzzle wins.

CLASS: Make a transparency from the master (or a large poster). Have class members answer questions; as questions are answered correctly, a corresponding line is drawn on the puzzle. The person who answers the question which completes the puzzle wins.

Answer Key AS-2



1
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8
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33
34
35

MAXIMIZING THE FOOD DOLLAR
UNIT V

NAME ______________________________ SCORE __________

ASSIGNMENT SHEET #2: KNOWING YOUR SHOPPING TERMS

Directions: As you match the term on the right to the correct definition on the left, connect the dots on the "Connect-A-Dot" picture on the next page by using the numbers in parenthesis beside each definition and term. With all correct answers you will have something every shopper deserves.

a. Label containing no brand name; only essential information given
Draw from (1) to _____

b. Classification established by USDA to indicate quality of meat or produce
Draw from (2) to _____

c. Foods with little or no nutritional value, usually high in calories
Draw from (3) to _____

d. The latest date you can reasonably expect freshness
Draw from (4) to _____

e. The day the food was packaged
Draw from (7) to _____

f. The last day the store may sell the item as fresh
Draw from (5) to _____

g. The last day the food should be used
Draw from (5) to _____

h. Foods that have been produced or packaged for a chain store
Draw from (8) to _____

i. Foods produced or packaged by companies advertising and selling nationwide
Draw from (9) to _____

j. System of placing a readable date on package
Draw from (27) to _____

A. Loss leaders (1)

B. Pack date (2)

C. Generic (3)

D. Pull date (4)

E. "Junk" (5)

F. Comparison (28)

G. Quality assurance date (7)

H. Produce (20)

I. Grading (5)

J. Expiration date (12)

K. Store brand (2)

L. UPC (15)

M. U.S. RDA (25)

N. Unit pricing (26)

O. Pick-your-own (12)

P. Staples (29)

Q. Standard of identity (1)

R. National brand (18)

S. Co-op (18)

AS-2 (cont.)

j. System of placing a readable date on package
Draw from (27) to _____

k. Method of determining price to assist in comparing similar products or various sizes
Draw from (17) to _____

l. Bar lines used for computerized checkouts
Draw from (12) to _____

m. Fresh fruit and vegetables
Draw from (13) to _____

n. Item offered at or below store cost to attract customers
Draw from (14) to _____

o. The percentage of recommended amounts of nutrients needed per day
Draw from (21) to _____

p. Choosing a product from several similar products by evaluating price and label information
Draw from (9) to _____

q. Foods and supplies to always have on hand
Draw from (28) to _____

r. Description of food products set up by the Food and Drug Administration
Draw from (18) to _____

s. Corporation formed by residents who buy direct from wholesalers
Draw from (29) to _____

t. Association of residents who buy direct from wholesaler; not incorporated
Draw from (28) to _____

u. Store carrying essential foods and snacks usually open 24 hours and weekends
Draw from (21) to _____

v. Self-service grocery store carrying a wide variety of merchandise
Draw from (22) to _____

T. Roadside stand (7)

U. Farmers' market (22)

V. Convenience (16)

W. Open dating (25)

X. Buying club (31)

Y. Supermarket (21)

Z. Speciality (30)

AA. Delicatessen (33)

BB. "Empty calories" (34)

w. Store carrying only one type of product
Draw from (23) to _____

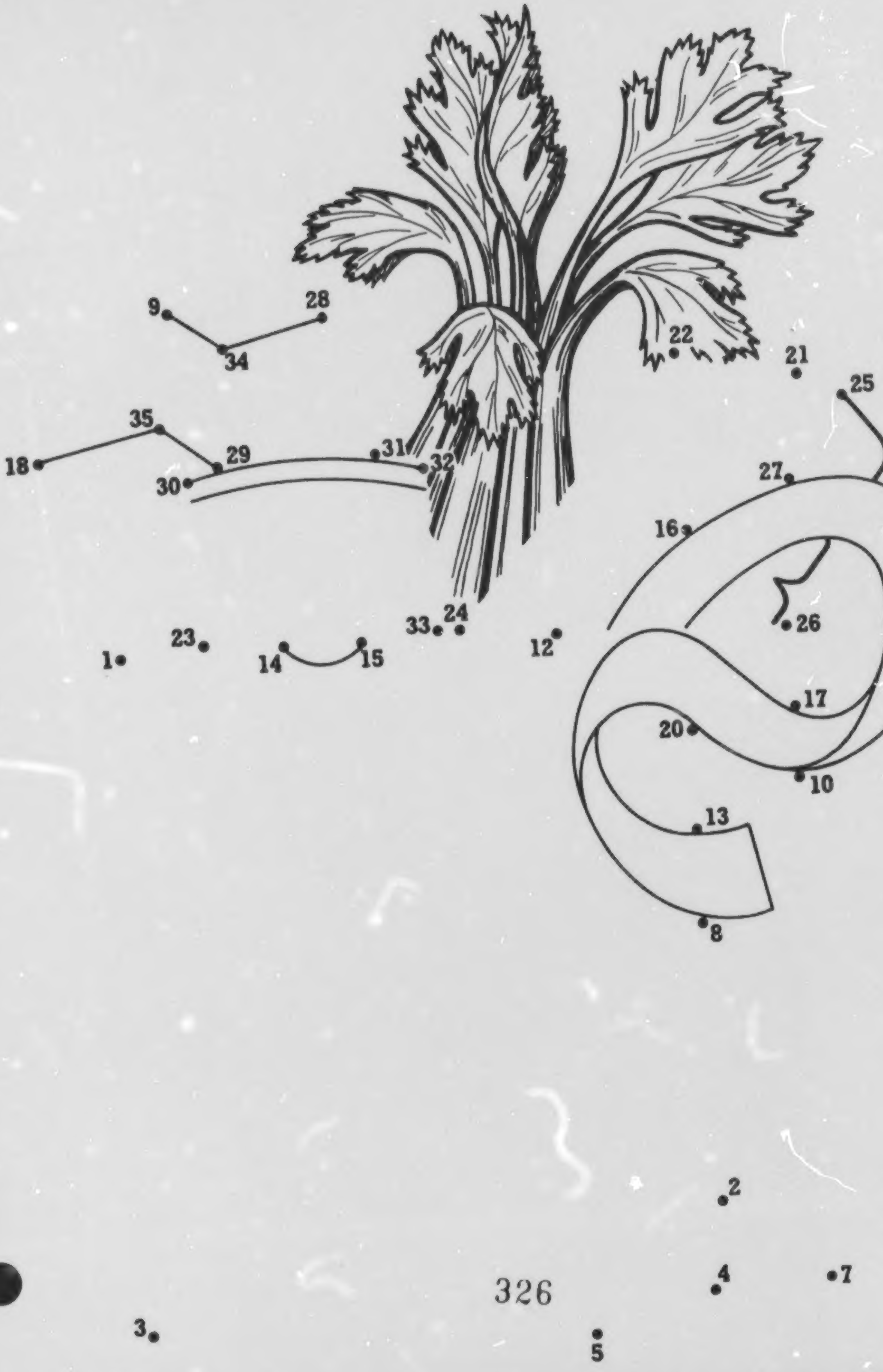
x. Many sellers each with separate stalls usually selling produce
Draw from (24) to _____

y. Sell fresh products near farm where produced
Draw from (10) to _____

z. Customer picks own produce for lower price
Draw from (26) to _____

aa. Store which sells food already prepared
Draw from (32) to _____

bb. "Junk food" .
Draw from (35) to _____


9
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22
21
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35
18
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31
32
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16
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33
24
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1
14
15
12
17
20
10
13
8
2
4
7
3
5

MAXIMIZING THE FOOD DOLLAR
UNIT V

NAME ______________________________ SCORE __________

ASSIGNMENT SHEET #3: PLANNING TECHNIQUES - "SPECIALS" TO BUY OR NOT TO BUY

A "special" is not a bargain if you cannot use the item or if your family will not eat it. In planning your weekly list you need to plan to purchase items that are on "special" that you and your family can use.

Using an advertisement page from a local grocery store, complete the following chart. Your reasons "to buy" might include: my family's favorite, nutritional, we need more Vitamin C foods, our frozen stock is out of this item, easy-to-fix food, etc. Your reasons "not to buy" might include: not a real saving, we have a good freezer supply, junk food, not nutritional, we already have enough Vitamin A food in our menu, our family doesn't like, preparation time too long for this week's schedule, etc.

I.

Food Specials I'd Buy This Week	Why I'd Buy

Food Specials That Are Not Worth the Price To Me	Why I Wouldn't Buy

AS-3 (cont.)

II. How many of these items were on your list:

	Desserts	Fruits	Vegetables	Meats	Fish	Poultry	Cereals
To Buy List	___	___	___	___	___	___	___
Not To Buy List	___	___	___	___	___	___	___

III. How does your list compare to others in the class?

IV. What general conclusions can be made from this exercise?

EVALUATION OF "SPECIALS" TO BUY OR NOT TO BUY

Responses will vary with individual students. Assignments should be completed to the satisfaction of the instructor following the evaluation form below as a guide.

		Points Possible	Points Received
I.	Food Bargains I'd Buy (1 point per item listed up to 5 items)	5	
	Why I'd Buy (1 point per reasonable answer)	5	
	Food Bargains That Are Not Worth the Price (1 point per item listed up to 5 items)	5	
	Why I Wouldn't Buy (1 point per reasonable answer)	5	
II.	How many of these items were on your lists? (5 points given if completed)	5	
III.	How does your list compare to others in class? (5 points for adequate answer)	5	
IV.	What general conclusion can be made from this experience? (Answers to the satisfaction of the instructor might include summary of reasons for buying or not buying; balance of items to buy.	10	
	TOTAL	40	

MAXIMIZING THE FOOD DOLLAR
UNIT V

NAME ______________________________ SCORE __________

ASSIGNMENT SHEET #4: FOLLOWING TECHNIQUES IN PLANNING STEPS

Directions: Divide into groups of two or three students. Select one of the three situations listed below. Plan food purchases for the situation following the steps of food planning outlined in class. Turn in your information on the form provided. Use grocery ad sheets for prices or visit a store if possible.

SITUATION A: Plan a week's menus and costs. Single working man whose take-home pay is $109 a week; works 8 to 5, Monday through Friday. He lives alone, carries his lunch, and doesn't especially enjoy cooking.

SITUATION B: Plan a week's menus and costs for a family of four. Husband's take-home pay per week is $209 a week. Wife does not work outside the home. Children are preschool age. Husband takes lunch. Wife enjoys cooking.

SITUATION C: Plan a week's menus and costs for a young married couple, both working, 9 to 5, Monday through Friday, with combined weekly income of $350. Both eat lunch away from home. Both enjoy gourmet food and cooking; busy schedule - Tuesday night, 6 pm, wife's club; Wednesday night, husband's bowling; Friday night usually invite friends for after-dinner card game.

1. Determine amount of money to be spent on food.
2. Plan menus for one week. (Be sure to consider preparation, eating and clean-up time.)
3. Make organized grocery list.
4. Plan time to shop and type of store.

AS-4 (cont.)

FOOD PLANNING FORM

NAME ______________________________ SCORE __________

Situation A B C (circle one)

1. Percentage of income to be spent on food: (Explain how this was determined.)

2a. Menus for 1 week (Be sure to indicate meals eaten away from home and include cost in percentage spent.)

SUNDAY	MONDAY
Breakfast	Breakfast
Lunch	Lunch
Dinner	Dinner

TUESDAY	WEDNESDAY
Breakfast	Breakfast
Lunch	Lunch
Dinner	Dinner

AS-4 (cont.)

THURSDAY

Breakfast
Lunch
Dinner

FRIDAY

Breakfast
Lunch
Dinner

SATURDAY

Breakfast
Lunch
Dinner

b. Explain ways you adapted your menu to the time schedule and life style of the family you planned for. List specific examples.

3. Grocery list.

ITEMS	APPROXIMATE COST
Fresh Produce	
Meat	
Canned Goods	
Staples	
Dairy	
Baked Goods	
Frozen Foods	
Misc.	

4a. Best time for family to shop ______________________________

Cost of groceries ____________ Cost of eating out ______

b. Type(s) of stores used (Explain answer) ____________________

____

EVALUATION FOR PLANNING A WEEK'S MENUS AND COSTS

Individual responses of groups will vary. Assignment should be completed to the satisfaction of the instructor using the evaluation form below as a guide.

		Points Possible	Points Received
1.	Determine amount of money to be spent (Should range between 16%-25% of the income in MOST cases) Reasonable amount completed for situation.	10	
	Explanation was given on how calculated	5	
2.	Plan menus for one week:		
	Menus match schedule and lifestyle of family	20	
	Menus are generally well planned	20	
3.	All items listed are on an organized grocery list.	15	
	All items in correct categories	10	
	Estimated costs provided within budgeted amount	10	
4.	Appropriate time to shop and place to shop listed for family.	10	
	TOTAL	100 points	

MAXIMIZING THE FOOD DOLLAR
UNIT V

NAME ______________________________ SCORE __________

ASSIGNMENT SHEET #5: PLANNING TECHNIQUES - PLANNING MENUS AROUND ADVERTISED "SPECIALS"

Directions: Using a newspaper advertisement page from a local grocery store, plan menus for your family for one week including as many "specials" and "in-season" foods as possible. Place an (*) by foods which are "specials" or "in-season" foods. Place an (**) by dishes making use of leftovers. Attach ad sheet to your completed assignment.

(NOTE: Your teacher may want you to also estimate savings per week by using "specials" and "in-season" foods.)

MENUS

Sunday	Monday
Breakfast	Breakfast
Lunch	Lunch
Dinner	Dinner

AS-5 (cont.)

Tuesday

Breakfast

Lunch

Dinner

Wednesday

Breakfast

Lunch

Dinner

Thursday

Breakfast

Lunch

Dinner

Friday

Breakfast

Lunch

Dinner

Saturday	Sunday
Breakfast	Breakfast
Lunch	Lunch
Dinner	Dinner

EVALUATION OF PLANNING MENUS AROUND ADVERTISED "SPECIALS"

Individual responses will vary. Assignment should be completed to the satisfaction of the instructor using the form below.

	Points Possible	Points Received
Menus planned around "specials" and "in-season foods".	20	
Comments:		
"Specials" and "in-season foods" were taken advantage of (at least an average of one per meal - the same item might be repeated several times during the week in different forms)	20	
Comments:		
Savings per meal are ESTIMATED correctly.	10 (optional)	
Comments:		
TOTAL	40 (50) points	

MAXIMIZING THE FOOD DOLLAR
UNIT V

NAME ______________________________ SCORE __________

ASSIGNMENT SHEET #6: PLANNING TECHNIQUES - CATEGORIZE A FOOD LIST FOR GROCERY SHOPPING

PART 1

Directions: Use the following food list and write the foods listed in the sections where they should be found in the grocery store.

- Fresh fryer (chicken)
- Frozen broccoli
- Ground beef
- Milk
- Fresh spinach
- Pork & beans
- Head of lettuce
- Hot dog buns
- Onions
- Cheese
- Eggs
- Potatoes
- T.V. dinners
- Decorated birthday cake
- Coffee
- Napkins
- Noodles
- Margarine
- Canned corn
- Ice cream
- Fresh bread
- Sugar
- Pickle relish
- Doughnuts
- Mayonnaise
- Frozen pizza
- Celery
- Cinnamon
- Pork chops
- Olives
- Salt
- Pretzels

FOOD CATEGORIES

Fresh Produce	Meats

AS-6 (cont.)

Canned Products	Staples

Dairy Case	Bread & Baked Goods

Frozen Foods	Miscellaneous

PART 2: (Optional activity. Evaluation on the following page.)

Visit a grocery store in your area (or visualize the store in which you usually shop). In the space below, draw a simple diagram of the floor plan indicating the aisles, entrance and exit. Label areas where each food section (used in Part 1) would be found. Draw arrows indicating the route you would take, numbering the food categories in the order in which you would visit them, and organizing your list in order to maximize your time and money in the store.

Name of store: ______________________________ Location: ___________

Diagram:

Conclusions and Observations:

EVALUATION OF GROCERY STORE FLOOR DIAGRAM

Individual diagrams will vary. Assignment should be completed to the satisfaction of the instructor using the form below as a guide.

	Points Possible	Points Received
Diagram (Correct & clearly drawn)	15	
Areas correctly labeled (7 major food categories should be labeled)	10	
Shopping Route (Arrows should indicate a convenient route through store with food categories numbered to indicate that efficient shopping procedures are used.	25	
TOTAL	50 Points	

NAME ________________________________ SCORE __________

ASSIGNMENT SHEET #7: PUZZLING ABOUT GROCERY SHOPPING - GOOD FOOD PURCHASING PRACTICES (Teacher's Instructions)

Review activity to reinforce good shopping techniques to maximize the food dollar played as follows:

1. Copy card sheet and cut apart.
2. Make transparency of shopping cart.
3. Copy puzzle pieces on heavy paper or cardboard and cut apart.
4. Place transparency with assembled puzzle on overhead projector.

RULES OF PLAY

1. Divide class into two or more teams.
2. Each team draws a card alternately. A team member tells whether the technique drawn should be or should not be followed. If answered correctly, the corresponding puzzle piece is removed from puzzle and team scores one point. If it is not answered correctly, the puzzle piece is removed and team does not score a point.
3. When a team first guesses the complete phrase and picture underneath puzzle, they score five points.
4. Continue playing until all cards are drawn.
5. Team with highest score at finish wins the game.

QUESTION CARDS

1. Use a list	2. Compare prices	3. Resist impulse buying
4. Read labels	5. Avoid non-food items	6. Shop daily
7. Shop weekly	8. Evaluate costs of packaging	9. Use a calculator
10. Don't exceed budget	11. Avoid in-season foods	12. Interpret open dating
13. Purchase large usable quantities	14. Avoid perishable foods	15. Purchase in-season foods
16. Use coupons	17. Watch closely at checkout	18. Make use of grocery store scale
19. Avoid "junk" foods	20. Sample products while shopping	21. Recognize store marketing techniques

22. Avoid use of coupons; they waste time

23. Avoid stained frozen food packages

24. Avoid dented cans

25. Avoid lower grades

26. Buy the least expensive form, when possible

27. Shop at each store in town

28. Never have prepackaged items divided

29. Handle shopping cart properly

30. Spend as much time as possible in store

31. Take a pencil with you

32. Never ask for a refund

33. Buy cut-up fryer rather than whole item

34. Avoid "day-old" products

35. Avoid generic labeled items

36. Store foods properly

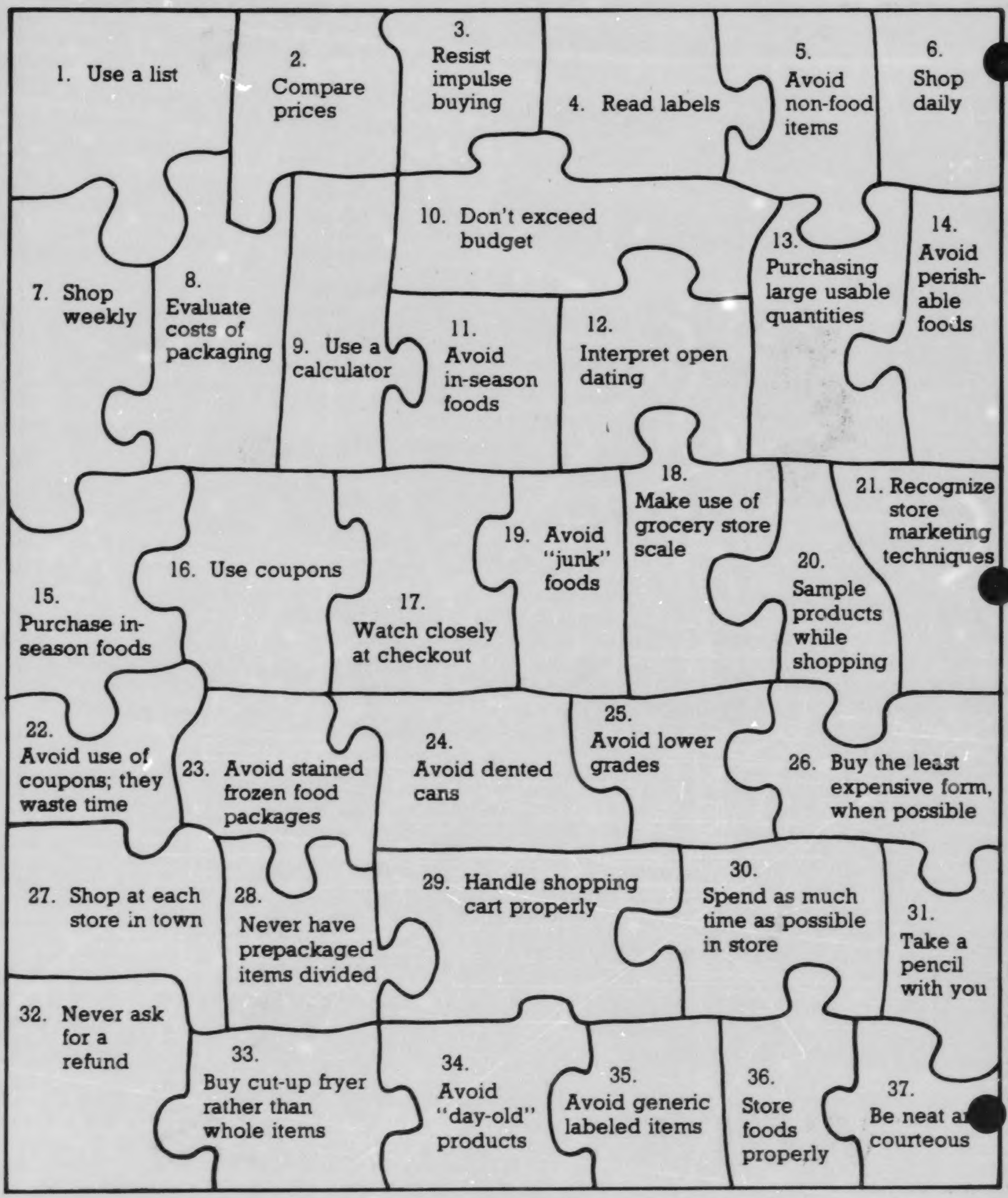
37. Be neat and courteous

YOUR MONEY'S

GROUND BEEF

WORTH IN FOODS

AS-7 (cont.)



1. Use a list
2. Compare prices
3. Resist impulse buying
4. Read labels
5. Avoid non-food items
6. Shop daily
7. Shop weekly
8. Evaluate costs of packaging
9. Use a calculator
10. Don't exceed budget
11. Avoid in-season foods
12. Interpret open dating
13. Purchasing large usable quantities
14. Avoid perishable foods
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25. Avoid lower grades
26. Buy the least expensive form, when possible
27. Shop at each store in town
28. Never have prepackaged items divided
29. Handle shopping cart properly
30. Spend as much time as possible in store
31. Take a pencil with you
32. Never ask for a refund
33. Buy cut-up fryer rather than whole items
34. Avoid "day-old" products
35. Avoid generic labeled items
36. Store foods properly
37. Be neat a[illegible] courteous

MAXIMIZING THE FOOD DOLLAR
UNIT V

NAME ______________________________ SCORE ________

ASSIGNMENT SHEET #8: PROBLEMS FOR THE SHOPPER - GOOD FOOD PURCHASING PRACTICES

Always keep track at the checkout register to see that prices are recorded correctly and that you get back the correct change.

1. If you spend $7.61 for groceries, what change (bills, pennies, nickels, dimes, and quarters) should you receive from a $10.00 bill?

2. If you spend $48.73 for groceries, and give the cashier three twenties, what change (bills, pennies, nickels, dimes and quarters) should you receive?

Plan to shop at a location at which distance does not cost more in transportation than food savings.

3. Allow 22¢ per mile for auto operating costs. Approximately how much must be saved before it becomes economically feasible to travel to shop at a grocery store six miles farther away than your present shopping facility?

4. When shopping, always take a pencil or calculator to figure your spending. How would you figure the following?

   ____________ a. 4½ lbs. ground beef @ $1.89 per pound
   ____________ b. 5 lbs. 10 oz. of ham @ $2.09 per pound
   ____________ c. 1½ dozen oranges @ .99¢ a dozen
   ____________ d. 6 grapefruits @ 8 for $1.39

5. When shopping, always evaluate sale prices to determine whether or not it is a bargain. Is the sale item in the following situation a bargain? How can you determine this?

   Advertised "Special" -- 3 cans of pork and beans for $1.00 which regularly sell for .29¢ per can.

6. Your shopping list should be flexible. You have lettuce on your list, but when shopping you find the lettuce extremely wilted and a poor buy. Name another item you would substitute. How would you serve it?

MAXIMIZING THE FOOD DOLLAR
UNIT V

NAME ______________________________ SCORE ________

ASSIGNMENT SHEET #9: CONSUMER AIDS - DETERMINING LABEL INFORMATION

Directions: Use the label on the next page to answer the questions below.

1. What is the legal name of the product?
2. What is the name and address of the manufacturer, packer, or distributor?
3. What is the net weight of the contents?
4. What ingredients are in the product?
5. What one ingredient is present in the largest quantity in this product? How do you know this?
6. What is the brand name?
7. What variety is this product?
8. What is considered a serving of this product?
9. How many servings are in this container? How much is a serving of this product?
10. For what nutrients is the percentage of RDA given?
11. What numbers on this product represent the Universal Product Code?
12. How many calories does this product contain per serving?
13. How many grams of the following does this product provide?

    Protein -
    Carbohydrates -
    Fat -
14. What optional items are included on this label which may be helpful to the consumer?

AS-9 (cont.)

NUTRITION INFORMATION PER SERVING

SERVING SIZE............5 OZ - CONDENSED
(10 OZ. AS PREPARED - 283 g.)
SERVINGS PER CONTAINER..............2
CALORIES..............................90
PROTEIN (GRAMS)........................4
CARBOHYDRATE (GRAMS)..................11
FAT (GRAMS)............................3

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

PROTEIN	6	RIBOFLAVIN	4
VITAMIN A	6	NIACIN	6
VITAMIN C	*	CALCIUM	*
THIAMINE	6	IRON	4

*CONTAINS LESS THAN 2% OF THE U.S. RDA OF THESE NUTRIENTS.

INGREDIENTS: CHICKEN STOCK, ENRICHED EGG NOODLES, CHICKEN, WATER, SALT, CARROTS, CORN STARCH, MONOSODIUM GLUTAMATE, UNBLEACHED PALM OIL, CHICKEN FAT, YEAST EXTRACT AND NATURAL FLAVORING

MOTHER MILLER'S SOUP INC.
ASHLEY, MISSOURI, U.S.A. 65090

Additional nutritive composition of this and other Mother Miller's products is available upon request.

IDEA

GARDEN CHICKEN NOODLE

1 can Mother Miller's Chicken Noodle Soup
1 can Mother Miller's Vegetarian Vegetable Soup
1½ soup cans water

In saucepan, combine ingredients. Heat; stir occasionally. Makes about 4½ cups.

Smackin' Good

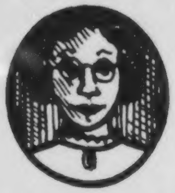
51000 01251

DIRECTIONS

Empty soup into pan. Stir in 1 can of water. Heat to full boil, stirring occasionally. Makes about 2½ cups of soup.

Satisfaction guaranteed or money back. Store at room temperature. Recommend use by month and year on top line of can end.

Mother Miller's



CONDENSED

Chicken Noodle

SOUP

NET WT. 10¾ OZ
(305 GRAMS)

352

351

MAXIMIZING THE FOOD DOLLAR
UNIT V

NAME ______________________________ SCORE __________

ASSIGNMENT SHEET #10: CONSUMER AIDS - READING A NUTRITION LABEL

According to a recent regulation of the Food and Drug Administration, all processed foods which have nutrients added or for which nutritional claims are made must provide uniform nutrition labeling. Such labeling can be very beneficial to consumers enabling them to make wise nutritional choices in relation to the food dollar.

Pretend you are shopping for your family. Which can of vegetables shown on the next page would you choose in each of the following:

A. Which vegetable is best suited for a low-calorie dinner? Why?

B. Which vegetable would be the best "quick-energy" food? Why?

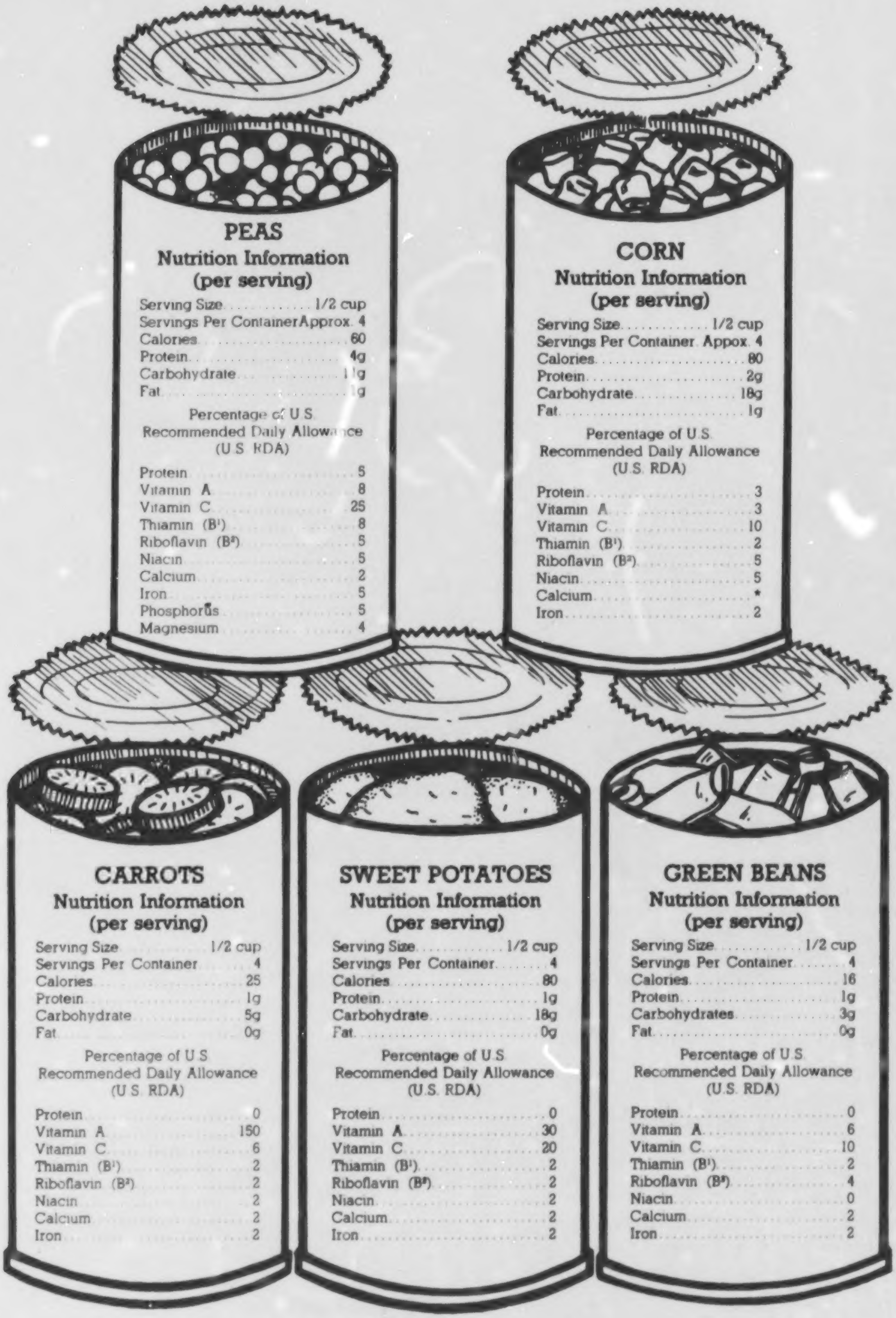
C. Which vegetable provides the highest U.S. RDA percentage of Vitamin A? Vitamin C?

D. What does U.S. RDA percentage mean to the consumer?

E. How many servings will each can provide?

F. What size is a serving of these vegetables?

G. Sweet potatoes cost almost twice as much as green beans, carrots, corn or peas. When would the additional nutritional value be worth the additional cost?



PEAS

Nutrition Information (per serving)

Serving Size	1/2 cup
Servings Per Container Approx.	4
Calories	60
Protein	4g
Carbohydrate	11g
Fat	1g

Percentage of U.S. Recommended Daily Allowance (U.S. RDA)

Protein	5
Vitamin A	8
Vitamin C	25
Thiamin (B^1)	8
Riboflavin (B^2)	5
Niacin	5
Calcium	2
Iron	5
Phosphorus	5
Magnesium	4

CORN

Nutrition Information (per serving)

Serving Size	1/2 cup
Servings Per Container. Appox.	4
Calories	80
Protein	2g
Carbohydrate	18g
Fat	1g

Percentage of U.S. Recommended Daily Allowance (U.S. RDA)

Protein	3
Vitamin A	3
Vitamin C	10
Thiamin (B^1)	2
Riboflavin (B^2)	5
Niacin	5
Calcium	*
Iron	2

CARROTS

Nutrition Information (per serving)

Serving Size	1/2 cup
Servings Per Container	4
Calories	25
Protein	1g
Carbohydrate	5g
Fat	0g

Percentage of U.S. Recommended Daily Allowance (U.S. RDA)

Protein	0
Vitamin A	150
Vitamin C	6
Thiamin (B^1)	2
Riboflavin (B^2)	2
Niacin	2
Calcium	2
Iron	2

SWEET POTATOES

Nutrition Information (per serving)

Serving Size	1/2 cup
Servings Per Container	4
Calories	80
Protein	1g
Carbohydrate	18g
Fat	0g

Percentage of U.S. Recommended Daily Allowance (U.S. RDA)

Protein	0
Vitamin A	30
Vitamin C	20
Thiamin (B^1)	2
Riboflavin (B^2)	2
Niacin	2
Calcium	2
Iron	2

GREEN BEANS

Nutrition Information (per serving)

Serving Size	1/2 cup
Servings Per Container	4
Calories	16
Protein	1g
Carbohydrates	3g
Fat	0g

Percentage of U.S. Recommended Daily Allowance (U.S. RDA)

Protein	0
Vitamin A	6
Vitamin C	10
Thiamin (B^1)	2
Riboflavin (B^2)	4
Niacin	0
Calcium	2
Iron	2

MAXIMIZING THE FOOD DOLLAR
UNIT V

NAME ______________________________ SCORE ________

ASSIGNMENT SHEET #11: SPENDING - SHOPPING FOR FOOD, FIGURING UNIT PRICES

Often two or more prices for the same item are quoted, one for a small quantity and one for a larger quantity or one for one brand and one for another. The wise buyer figures which purchase fits his/her own needs and which is more economical per unit.

1. Give the cost of a single unit for each of the following items:

   a. 3 cans of peas for 89¢ ________
   b. 5 cans of vegetable soup for $1.00 ________
   c. 2 cans of tomato sauce for 49¢ ________
   d. 1 dozen doughnuts for $1.29 ________
   e. 1 1/2 pounds ground beef for $2.20 ________

2. For each of the following, state the price per unit measure for each item and underline one which is the best buy in terms of price per unit measure.

   a. Flour

   ________ 5 lbs. for $1.09
   ________ 10 lbs. for $2.29
   ________ 25 lbs. for $5.39

   b. Potatoes

   ________ 5 lbs. for $1.29
   ________ 10 lbs. for $2.39
   ________ 20 lbs. for $4.49

   c. Ice Cream

   ________ 1 pint for 59¢
   ________ 1 quart for 79¢
   ________ 1 half gallon for $1.49

   d. Liquid detergent

   ________ 22 oz. for 99¢
   ________ 32 oz. for $1.29
   ________ 64 oz. for $2.69

   e. Canned peaches

   ________ 16 oz. can for 59¢
   ________ 1 lb., 13 oz. can for 89¢
   ________ 3 16 oz. cans for $1.59

f. Salad oil

_________ 24 oz. bottle $1.39
_________ 32 oz. bottle $1.89
_________ 48 oz. bottle $2.19

3. Underline the form of green beans that is most economical to buy: (Size of serving = 1/2 cup)

   a. 1 pound of fresh green beans at 59¢ - serves 6
   b. 1 10-ounce package of frozen beans at 69¢ - serves 3
   c. 1 #303 can (15-16 ounce) beans at 45¢ - serves 4

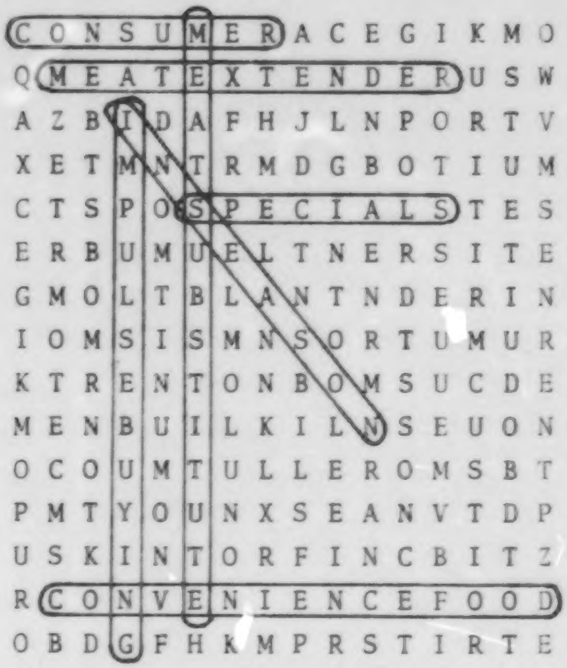
4. Allow $2.19 for a package of dry skim milk. If the package will make 8 liquid quarts of reconstituted milk, approximately how much will each quart save you if skim milk is priced at $1.09 per half gallon?

5. Mrs. Andrews bought 12 cans of peaches at the special price of 2 for 89¢. If the usual price was 59¢ per can, how much money did she save by buying at the special price?

MAXIMIZING THE FOOD DOLLAR
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1:



C	O	N	S	U	M	E	R	A	C	E	G	I	K	M	O
Q	M	E	A	T	E	X	T	E	N	D	E	R	U	S	W
A	Z	B	I	D	A	F	H	J	L	N	P	O	R	T	V
X	E	T	M	N	T	R	M	D	G	B	O	T	I	U	M
C	T	S	P	O	S	P	E	C	I	A	L	S	T	E	S
E	R	B	U	M	U	E	L	T	N	E	R	S	I	T	E
G	M	O	L	T	B	L	A	N	T	N	D	E	R	I	N
I	O	M	S	I	S	M	N	S	O	R	T	U	M	U	R
K	T	R	E	N	T	O	N	B	O	M	S	U	C	D	E
M	E	N	B	U	I	L	K	I	L	N	S	E	U	O	N
O	C	O	U	M	T	U	L	L	E	R	O	M	S	B	T
P	M	T	Y	O	U	N	X	S	E	A	N	V	T	D	P
U	S	K	I	N	T	O	R	F	I	N	C	B	I	T	Z
R	C	O	N	V	E	N	I	E	N	C	E	F	O	O	D
O	B	D	G	F	H	K	M	P	R	S	T	I	R	T	E

Definition of terms (listed in any order)

1. Consumer - person who uses goods and/or services
2. Meat substitute- higher protein food other than meat such as cheese, eggs, peanut butter, beans
3. Specials - advertised items sold at a lower than normal price
4. Convenience food - product that saves time by eliminating preparation steps
5. Meat extender - less expensive food, usually grain or plant product added to meat dishes to provide more servings
6. Impulse buying - purchases made on the spot without prior planning
7. In-season - fresh fruit, vegetables, or other food usually purchased at a lower cost during peak harvest

ASSIGNMENT SHEET #2:

a. C. Generic (1) to (3)
b. I. Grading (2) to (5)
c. E. "Junk" (3) to (5)
d. G. Quality assurance (4) to (7)

e. B. Pack date (7) to (2)
f. D. Pull date (5) to (4)
g. J. Expiration date (5) to (12)
h. K. Store brand (8) to (2)
i. R. National brand (9) to (18)
j. W. Open dating (27) to (25)
k. N. Unit pricing (17) to (26)
l. L. UPC (12) to (15)
m. H. Produce (13) to (20)
n. A. Loss leaders (14) to (1)
o. M. U.S. RDA (21) to (25)
p. F. Comparison (9) to (28)
q. P. Staples (28) to (29)
r. Q. Standard of identity (18) to (1)
s. S. Co-op (29) to (18)
t. X. Buying club (28) to (31)
u. V. Convenience (21) to (16)
v. Y. Supermarket (22) to (21)
w. Z. Speciality (23) to (30)
x. U. Farmers' market (24) to (22)
y. T. Roadside stand (10) to (7)
z. O. Pick-your-own (26) to (12)
aa. AA. Delicatessen (32) to (33)
bb. BB. "Empty-calorie" (35) to (34)

ASSIGNMENT SHEET #3:

Evaluation Sheet provided with the assignment.

ASSIGNMENT SHEET #4:

Evaluation Sheet provided with the assignment.

ASSIGNMENT SHEET #5:

Evaluation Sheet provided with the assignment.

ASSIGNMENT SHEET #6:

Fresh Produce - Fresh spinach, head of lettuce, onions, potatoes, celery
Dairy Case - Milk, cheese, eggs, margarine
Meats - Fresh fryer, ground beef, pork chops
Bread and Baked Goods - Hot dog buns, fresh bread, doughnuts
Canned Products - Pork and beans, canned corn, pickle relish, olives, mayonnaise
Frozen Foods - Frozen broccoli, T.V. dinners, decorated birthday cake (if not frozen type, it may be in bread and baked goods), ice cream, frozen pizzas
Staples - Sugar, salt, cinnamon, noodles
Miscellaneous - Coffee, napkins, pretzels

ASSIGNMENT SHEET #7:

Techniques which should NOT be followed are: #6, 11, 14, 20, 22, 24, 25, 27, 28, 30, 32, 33, 34, 35. All others should be followed.

ASSIGNMENT SHEET #8:

1. 4 pennies, 1 dime, 1 quarter, 2 dollars
2. 2 pennies, 1 quarter, 1 dollar, 1 ten dollar bill
3. Over $2.64
4. a. $8.50
   b. $11.79
   c. $1.49
   d. $1.03
5. No bargain. Figuring price per unit 3/$1.00 = 33.3¢ per can
6. Cabbage; fixed as slaw

ASSIGNMENT SHEET #9:

1. Chicken Noodle
2. Mother Miller's Soup Inc., Ashley, Missouri, USA 65090
3. 10 3/4 oz.
4. Chicken stock, enriched egg noodles, chicken, water, salt, carrots, corn starch, monosodium glutamate, unbleached palm oil, chicken fat, yeast extract and natural flavoring.
5. Chicken stock. Because it is the first item listed.
6. Mother Miller's
7. Condensed
8. 5 oz. condensed; 10 oz. (283 g) prepared
9. 2
10. Less than 2%
11. 51000 01251
12. 90
13. Protein - 4; Carbohydrates - 11; Fat - 3
14. Idea; Directions; Satisfaction guaranteed; Additional information available.

ASSIGNMENT SHEET #10:

A. Green beans - only 16 cal. per serving
B. Sweet potatoes - highest calories - 80 calories per serving
C. Carrots - 150%; peas - 25%
D. Recommended Daily Allowances - The percentage of specific nutrients the average person needs per day.
E. 4
F. 1/2 cup
G. When you need Vitamins A and C; carbohydrates

ASSIGNMENT SHEET #11:

1. a. 30¢ (approximate)
   b. 20¢
   c. 24.5¢
   d. 8.5¢
   e. $1.47 per lb.

2. a. 21¢
   22¢
   21.5¢

   b. 25.8¢
   23.9¢
   22.4¢

   c. 59¢
   39.5¢
   37.2¢

   d. 4.5¢
   4¢
   4.2¢

   e. 3.6¢
   3.0¢
   3.3¢

   f. 5.7¢
   5.9¢
   4.5¢

3. a. 9.8¢ per serving
   b. 23¢ per serving
   c. .11¢ per serving

4. Approximately 28¢

5. $1.74

MAXIMIZING THE FOOD DOLLAR
UNIT V

NAME ______________________________ SCORE __________

JOB SHEET #1: COMPARE GROCERY STORES AND THEIR PRICES

Grocery stores can include over 8,000 stacked items and may be of several different types, i.e., super markets, convenience stores, specialty shops, etc. Therefore, it is important for the consumer to compare prices among the stores and items.

PART 1

Use the following product list to complete the chart comparing prices among four stores in your area. Use this information to answer the questions that follow.

(NOTE: Always list highest priced national brand on top half of column and lowest priced product on the bottom half.)

Product	Store #1 Price:	Store #2 Price:	Store #3 Price:	Store #4 Price:	Store # with lowest prices	Store # with highest prices	Comments
Peach halves in syrup 1 lb., 4 oz. can							
Sugar, granulated 10 lb. bag							
All purpose flour 10 lb. bag							
All purpose flour 5 lb. bag							
Canned condensed chicken noodle soup Reg. size 10¾ oz.							
luminum foil Reg. weight 25 ft. size							

JS-1 (cont.)

Product	Store #1 Price:	Store #2 Price:	Store #3 Price:	Store #4 Price:	Store # with lowest prices	Store # with highest prices	Comments
Frozen doughnuts 1 dozen							
Fresh doughnuts 1 dozen							
Ground beef 1 pound							
Margarine 1 pound							
Lettuce 1 head							
Medium Grade A eggs 1 dozen							
Frozen cheese pizza Medium							
Cheese pizza mix Medium							
Chicken - whole fryer Per pound							
Coffee, electric perk 1 pound							
Frozen whole kernel corn 10 oz. package							
Canned whole kernel corn 1 pound corn							

PART 2 General Observations

Characteristics	Store #1	Store #2	Store #3	Store #4
Convenient location	Yes ______ No ______	Yes ______ No ______	Yes ______ No ______	Yes ______ No ______
Convenient hours	Yes ______ No ______	Yes ______ No ______	Yes ______ No ______	Yes ______ No ______
Convenient floor plan	Yes ______ No ______	Yes ______ No ______	Yes ______ No ______	Yes ______ No ______
Quality and variety of items stocked	Yes ______ No ______	Yes ______ No ______	Yes ______ No ______	Yes ______ No ______
Friendly and helpful attitude of store personnel	Yes ______ No ______	Yes ______ No ______	Yes ______ No ______	Yes ______ No ______
Clean floors, counters, etc.	Yes ______ No ______	Yes ______ No ______	Yes ______ No ______	Yes ______ No ______
List special services provided by store	______ ______ ______ ______	______ ______ ______ ______	______ ______ ______ ______	______ ______ ______ ______
What marketing techniques did you notice the store used	______ ______ ______ ______	______ ______ ______ ______	______ ______ ______ ______	______ ______ ______ ______
Additional observations	______ ______ ______ ______	______ ______ ______ ______	______ ______ ______ ______	______ ______ ______ ______

PART III: QUESTIONS ABOUT ASSIGNMENT

1. Of the paired foods listed below, check which food within each pair is the better buy.

   a. ______ 5 lb. bag of sugar
      ______ 10 lb. bag of sugar

   b. ______ 5 lb. bag of flour
      ______ 10 lb. bag of flour

   c. ______ Fresh doughnuts
      ______ Frozen doughnuts

   d. ______ Frozen pizza
      ______ Pizza mix

   e. ______ Canned corn
      ______ Frozen corn

2. What conclusions might be made from the above comparisons?

3. What was the price difference for each of the following, comparing lowest priced items from any of the stores to the highest priced of any of the stores:

   a. Peaches ______________ difference

   b. Sugar (10 lb.) ______________ difference

   c. Noodle soup ______________ difference

   d. Margarine ______________ difference

   e. Flour (10 lb.) ______________ difference

4. What conclusion might be made from these price differences?

5. Look at your chart and count the times each store is listed in the high and low cost columns.

Lowest Prices		Highest Prices	
Store #1	__________	Store #1	__________
Store #2	__________	Store #2	__________
Store #3	__________	Store #3	__________
Store #4	__________	Store #4	__________

6. Which store had the most low prices?

7. Which store had the most high prices?

8. Considering prices and all other observations, select the store in which you would shop.

9. List reasons as to why you made this decision.

JS-1 (cont.)

TEACHER AND/OR STUDENT EVALUATION OF COMPARE GROCERY STORES AND THEIR PRICES

		Points Possible	Score
PART I:	PRICE COMPARISON CHART		
	Chart is completed with appropriate figures.	40	
PART II:	GENERAL OBSERVATIONS		
	Chart is completed with appropriate answers.	20	
PART III:	QUESTIONS ABOUT ASSIGNMENT	40	
Ques. #1:	1 pt. per correct answer	5	
Ques. #2:	5 pts. for appropriate conclusion	5	
Ques. #3:	1 pt. per correct answer	5	
Ques. #4:	5 pts. for appropriate conclusions	5	
Ques. #5:	1 pt. per correct answer	4	
Ques. #6:	3 pts. for correct answer	3	
Ques. #7:	3 pts. for correct answer	3	
Ques. #8:	3 pts. for appropriate answer	3	
Ques. #9:	7 pts. for appropriate reasons	7	
	TOTAL POSSIBLE	100	SCORE

MAXIMIZING THE FOOD DOLLAR
UNIT V

NAME ____________________________________ SCORE __________

JOB SHEET #2: GROCERY STORES: WHAT WE CAN LEARN FROM OTHERS

In comparing grocery stores and selecting one of your own to shop in, it may be helpful to find out opinions of others.

Choose two grocery stores in your community. Interview five customers in each store using the form given below. Be sure to ask permission of the managers first and let them know you will share the results with them. Be sure to be courteous to the customers and remember some may not have time for your interview.

Name of Store # 1: __________________________ **Manager:** ____________________

Name of Store # 2: __________________________ **Manager:** ____________________

Customer Responses:

	Store #1					Store #2				
Why do you shop in this store?	#1	#2	#3	#4	#5	#1	#2	#3	#4	#5
cheapest prices										
close to my home										
parking is good										
selection of food										
best meat available										
gives trading stamps										
people are friendly										
I know people who work here										
deliver groceries										
check cashing available										
satisfactory quality of goods										
clean and pleasant										
enough clerks so the checkout line isn't long										
promotional gifts given or sold										

If you could make suggestions to improve the service of this store, what would you recommend?										
more information about good buys										
more clerks to help with checkout and carrying groceries to car										
delivery service										
babysitting corner										
wider aisles										
better arrangement of food										
cleaner facilities										
greater variety of foods										
more information about prices										

When do you shop in this store?										
all the time										
only for major food purchases										
once in a while										

Follow-up of Summary Results: Tally the results of the five interviews for each store visited. Then, use that information to answer the following questions.

1. What reason was given most often by the customer for shopping at the store?

2. What reason was given least often by the customer for shopping at the store?

3. What caused customers to use the store frequently or infrequently?

4. Add any other information you obtained from the customer below.

EVALUATION

The following guidelines will be used to evaluate your completion of this job sheet. Your instructor will place a check in the section of the form which reflects your performance.

Guidelines	Yes	No	Comments
1. Two stores were visited.			
2. Five customers interviewed at each store.			
3. Courteous behavior was used during activity (provide an explanation of your behavior during the activity in the space below.)			
4. Answered followup questions accurately according to results obtained from survey.			

MAXIMIZE THE FOOD DOLLAR
UNIT V

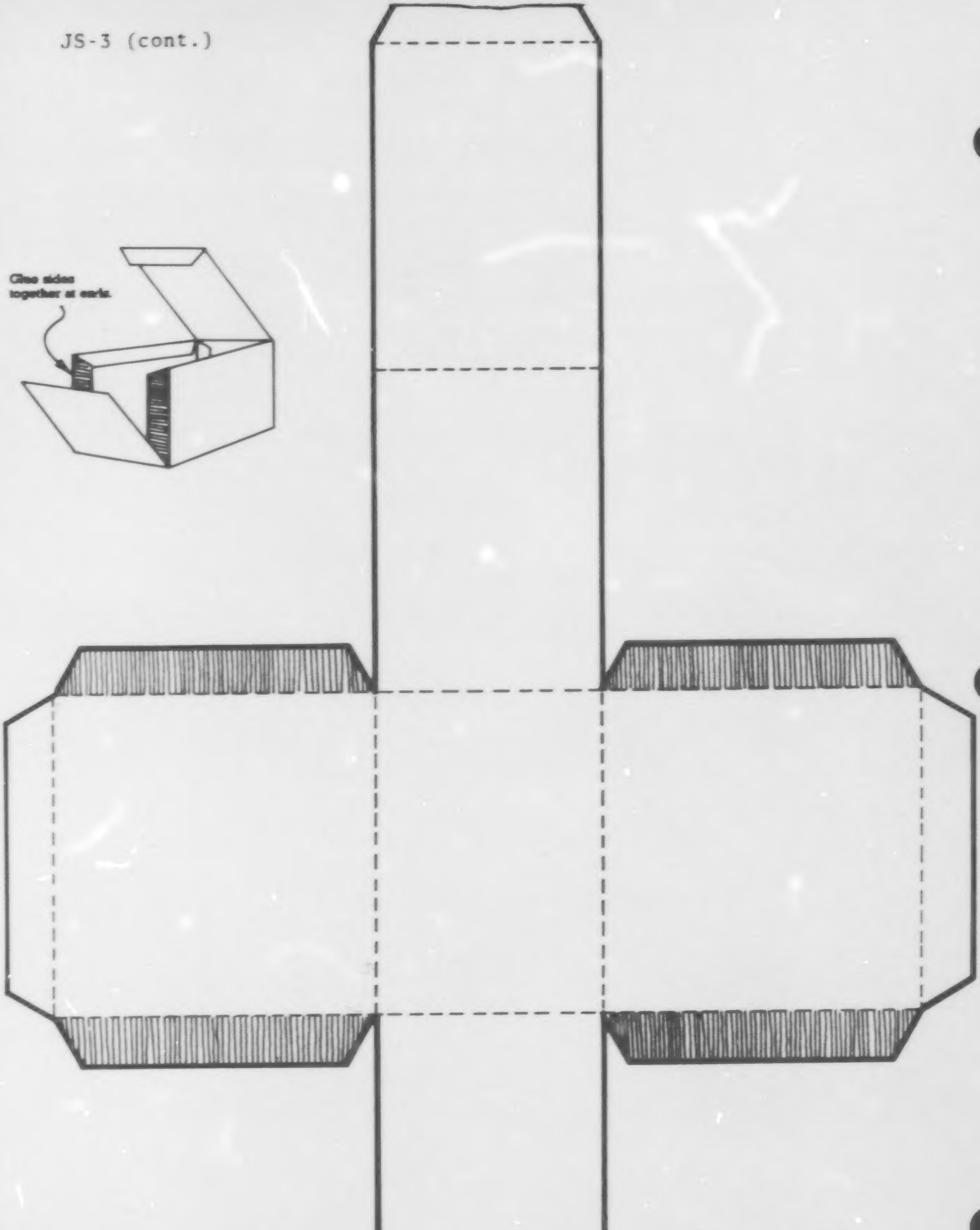
NAME ______________________________ SCORE ________

JOB SHEET #3: DO YOU KNOW ENOUGH ABOUT LABELING AND MARKETING TECHNIQUES TO SELL YOUR OWN PRODUCT?

Invent a new food product or version of an old one. Using the diagram on the following page, cut out a box of cardboard or heavy paper and assemble. Students should be prepared to explain their product.

Products will be judged on:	Degree of Salability
1. All required label information included. (Anything omitted will cause rejection.)	25 points
2. Amount of optional information which might be helpful to consumer	15 points
3. Packaging techniques used to appeal to customers (Color, design, name, etc.)	10 points
Salability Score	________

JS-3 (cont.)


Glue sides together at ends.

Pretest Questionnaire

How Good A Shopper Are You?

Directions: Read the following questions and answer "yes" or "no" to the best of your knowledge. Circle "yes" if the statement is true and "no" if the statement is false.

* * *

Yes No 1. Do you use a shopping list when shopping for food?

Yes No 2. Do you know how to use unit pricing to compare food prices?

Yes No 3. Do you know what is meant by "Universal Product Code"?

Yes No 4. Do you know how the different food stores in your community compare with each other?

Yes No 5. Can you explain the difference between national brands and private brands?

Yes No 6. Do you know approximately how much your family spends on food a week?

Yes No 7. Do you know the cost per serving of some of your favorite foods?

Yes No 8. Do you know what is meant by open dating?

Yes No 9. Can you tell what information is required by law on food labels?

Yes No 10. Have you ever read a nutritional label carefully for information you can use?

After completing your pretest, check your results.

Total up the number of yeses and number of noes.

Interpret your results as follows:

8-10 answers = Yes: You are a "sharp shopper"
6-7 answers = Yes: More study is needed.
5 or fewer answers = Yes: This unit is designed to help you!

MAXIMIZING THE FOOD DOLLAR
UNIT V

TEST

NAME ______________________________ SCORE ________

Matching: Match the terms associated with food purchasing to the correct definitions. Place the correct letter in the blank provided.

____ 1. Fresh fruits and vegetables

____ 2. Grocery item offered at or below cost in order to attract customers to store

____ 3. The percentage of recommended amounts of nutrients a person needs per day

____ 4. Foods with very little or no nutritional value; usually high in calories; also called "empty-calorie" foods

____ 5. Foods and supplies to always have on hand

____ 6. Choosing a product from several similar products by evaluating price and label information

____ 7. Description of food product set up by the Food and Drug Administration which specifies ingredients

____ 8. Label containing no brand name; just essential information

____ 9. Classification established by USDA to indicate quality of meat or produce

____10. System of placing a readable date on packages of perishable and semiperishable products

____11. Method of determining price to assist in comparing similar products on various sizes and brands of the same item

a. Generic labels

b. Grades

c. Open dating

d. Unit pricing

e. Universal Product Code

f. Store brand

g. National brand

h. Comparison shopping

i. Staples

j. Standard of identity

k. Produce

l. Loss-leader

m. U.S. RDA

n. "Junk foods"

o. Consumer

p. Impulse buying

q. "Specials"

r. Meat substitutes

s. Meat extenders

t. In-season

u. Convenience foods

____12. Foods produced or packaged by a company advertising nationwide

____13. Foods that are produced or packaged for a chain store; often sold at lower prices

____14. Bar of lines used for computerized checkouts and inventory

____15. Product that saves time by eliminating preparation steps

____16. Person who uses goods and/or services

____17. Fresh fruit, vegetables or other food, usually purchased at lower cost during peak harvest

____18. Purchases made on the spot without prior planning

____19. Less expensive food, usually a grain product, added to meat dishes to provide more servings

____20. Advertised items sold at lower than normal price

____21. High protein foods other than meat such as eggs, cheese, peanut butter, etc.

22. List 10 factors that affect planning of food purchases.

a. ____________________
b. ____________________
c. ____________________
d. ____________________
e. ____________________
f. ____________________
g. ____________________
h. ____________________
i. ____________________
j. ____________________

23. List seven reasons for planning food purchases.

a. ____________________
b. ____________________
c. ____________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

24. Select from the following list, techniques for planning to maximize the food dollar. Mark each correct answer with an "X".

____ a. Do not plan menus too far ahead since plans usually change. Usually one day is sufficient.

____ b. Plan menus using less tender cuts of meat.

____ c. Plan several trips to the store per week.

____ d. Avoid "in-season" food since it is usually more expensive.

____ e. Plan uses for food in quantity.

____ f. Plan dishes so you will not have leftovers.

____ g. Plan uses for meat substitutes.

____ h. Make a shopping list.

25. Select from the following list, characteristics of a good grocery shopping list. Mark each correct answer with an "X".

____ a. Has sale items indicated.

____ b. Is listed in alphabetical order.

____ c. Gives specific amounts needed of each item listed.

____ d. Is written just before shopping.

26. List 10 factors to consider when selecting a grocery store.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ____

i. ____

j. ____

27. List five best times to shop at the grocery store.

a. ____

b. ____

c. ____

d. ____

e. ____

Matching: Match the types of grocery stores on the right with their descriptions on the left. Place the correct letter in the spaces provided.

____ 28. Store, usually small, open 24 hours and or weekends; carries essential food and snack items, usually more expensive.

____ 29. Self-service grocery store varying in size carrying a wide variety of merchandise. Prices vary but are usually moderate.

____ 30. Store with little overhead and offering no special services; usually carry generic or private brands; less expensive.

____ 31. Lower priced produce if you pick it yourself

____ 32. Stands adjacent to farms selling very fresh produce; prices vary.

____ 33. Large markets selling produce with many sellers; prices vary.

____ 34. Stores specializing in one type of food product such as dairy or meat; usually more expensive.

a. Discount food stores

b. Super market

c. Buying clubs

d. Food co-ops

e. Convenience stores

f. Specialty stores

g. Delicatessens

h. Farmer's market

i. Roadside stands

j. Pick-your-own stores

35. Describe eight grocery store marketing techniques.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

g. ____

h. ____

36. Select from the following list, helpful food purchasing practices. Place an "X" in the space beside those which are beneficial to the consumer.

____ a. Be neat and courteous

____ b. Avoid generic labeled items.

____ c. Always buy in quantity.

____ d. Use a list.

____ e. Read labels.

____ f. Don't use a calculator, people may stare.

____ g. Shop several times a week.

____ h. Don't waste time with coupons.

____ i. Avoid nonfood items

____ j. Leave the store as quickly as possible.

37. Distinguish between the four types of open dating by matching the terms on the right with the definitions on the left.

____ a. The last day the food should be used.	1. Pack date
____ b. The latest date you can reasonably expect freshness	2. Pull date
____ c. Day the food was packaged	3. Expiration date
____ d. The last day the store may sell the item as fresh	4. Quality assurance date

38. Describe the use of the Universal Product Code.

MAXIMIZING THE FOOD DOLLAR
UNIT V

ANSWERS TO TEST

1. k
2. l
3. m
4. n
5. i
6. h
7. j
8. a
9. b
10. c
11. d
12. g
13. f
14. e
15. g
16. a
17. f
18. b
19. e
20. c
21. d

22. a. Money available
    b. Time available
    c. Facilities, storage and equipment available
    d. Number of people eating
    e. Nutritional needs of people eating
    f. Availability of home-grown or home-preserved food
    g. Availability of shopping facilities
    h. Climate or season
    i. Food preferences
    j. Lifestyle of person

23. a. Helps consumer stay within food budget.
    b. Provides a plan to make sure nutritional needs are met
    c. Allows time to use resource material in planning foods.
    d. Promotes variety.
    e. Reduces number of trips to grocery store.
    f. Eliminates rush.
    g. Provides opportunity to take advantage of advertised "specials".

24. a. blank
    b. X
    c. blank
    d. blank
    e. X
    f. blank
    g. X
    h. X

25. a. X
    b. blank
    c. X
    d. blank

26. a. Prices
    b. Location
    c. Services

d. Quality and variety
e. Cleanliness
f. Attitude
g. Stock of nonfood items
h. Convenient floor plan
i. Convenient hours
j. Dairy, meat, frozen food cases kept at proper temperature.

27. a. Early in day
b. When not hungry
c. When you can shop alone
d. When not tired or rushed
e. The day least crowded but with best buys

28. e
29. b
30. a
31. j
32. i
33. h
34. f

35. Any eight of the following:

a. More expensive items at eye level
b. Items placed at checkout line are likely impulse purchases
c. Candy, toys, etc., placed at children's eye level
d. Items purchased frequently placed in area which will force consumer to walk around entire store
e. In-aisle displays
f. Use of music to relax consumer
g. Use of games, contests, etc.
h. Higher profit items displayed with sale items
i. Loss-leader items offered.
j. Higher profit items placed around edges
k. Use of colored lights and bright colors

36. a. X
b. blank
c. blank
d. X
e. X
f. blank
g. blank
h. blank
i. X
j. X

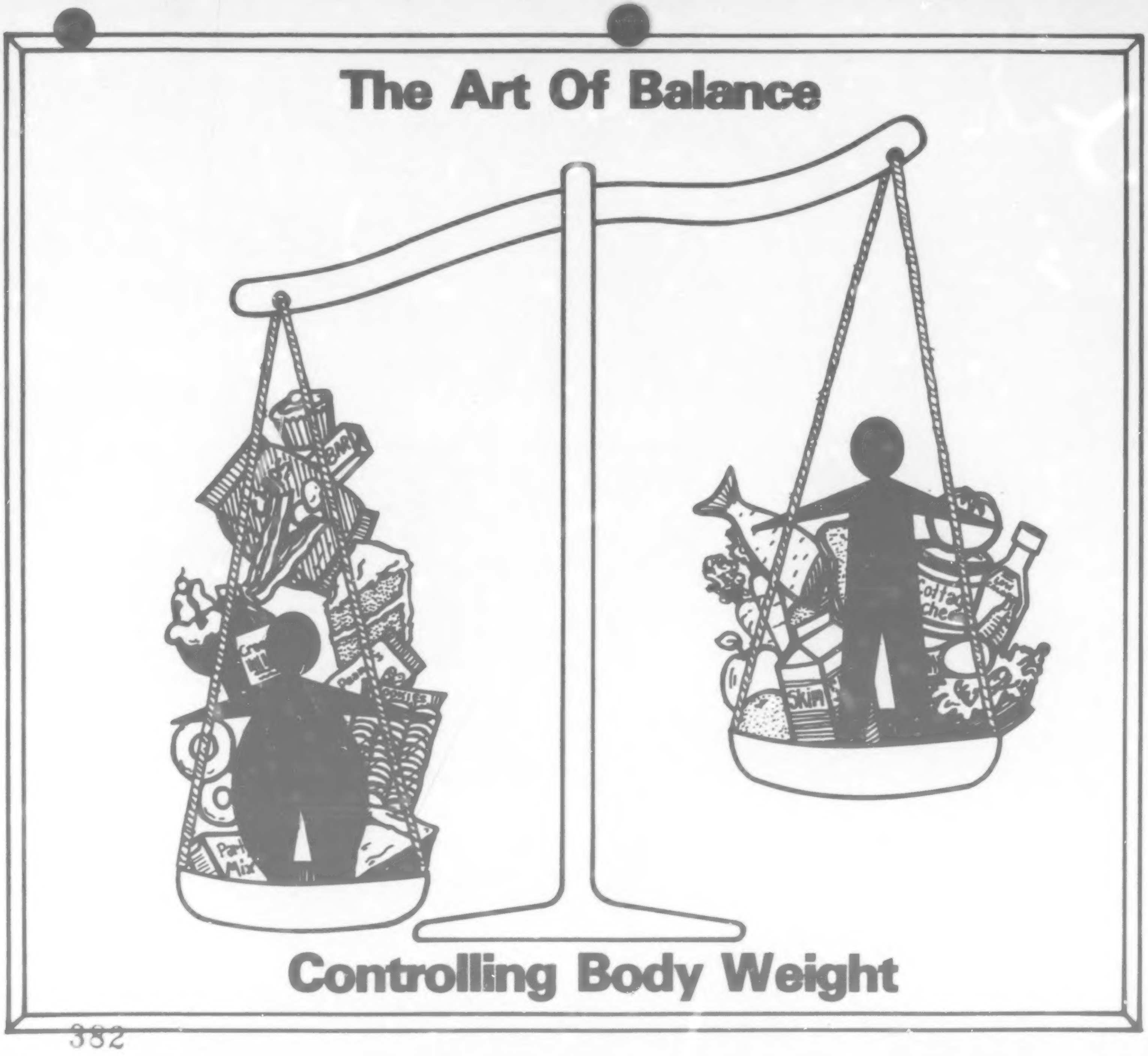
37. a. 3
b. 4
c. 1
d. 2

38. Answer should include five of the following:

a. 2.5 (1 inch) bar of straight lines with numbers
b. Developed for computerized checkout counter
c. Laser beam reads information.
d. Prices and names of items are flashed on screen.
e. Sales receipt identifies the product, price and weight.
f. Totals bill and deducts from inventory
g. Prices may not be marked on item.

APPENDICES

Bulletin Board Idea (To be used with Unit IV)


The Art Of Balance
Party Mix
Cookies
Skim
Cottage cheese
Controlling Body Weight

BB-1

CALORIES DO COUNT

French Fries
Peanuts

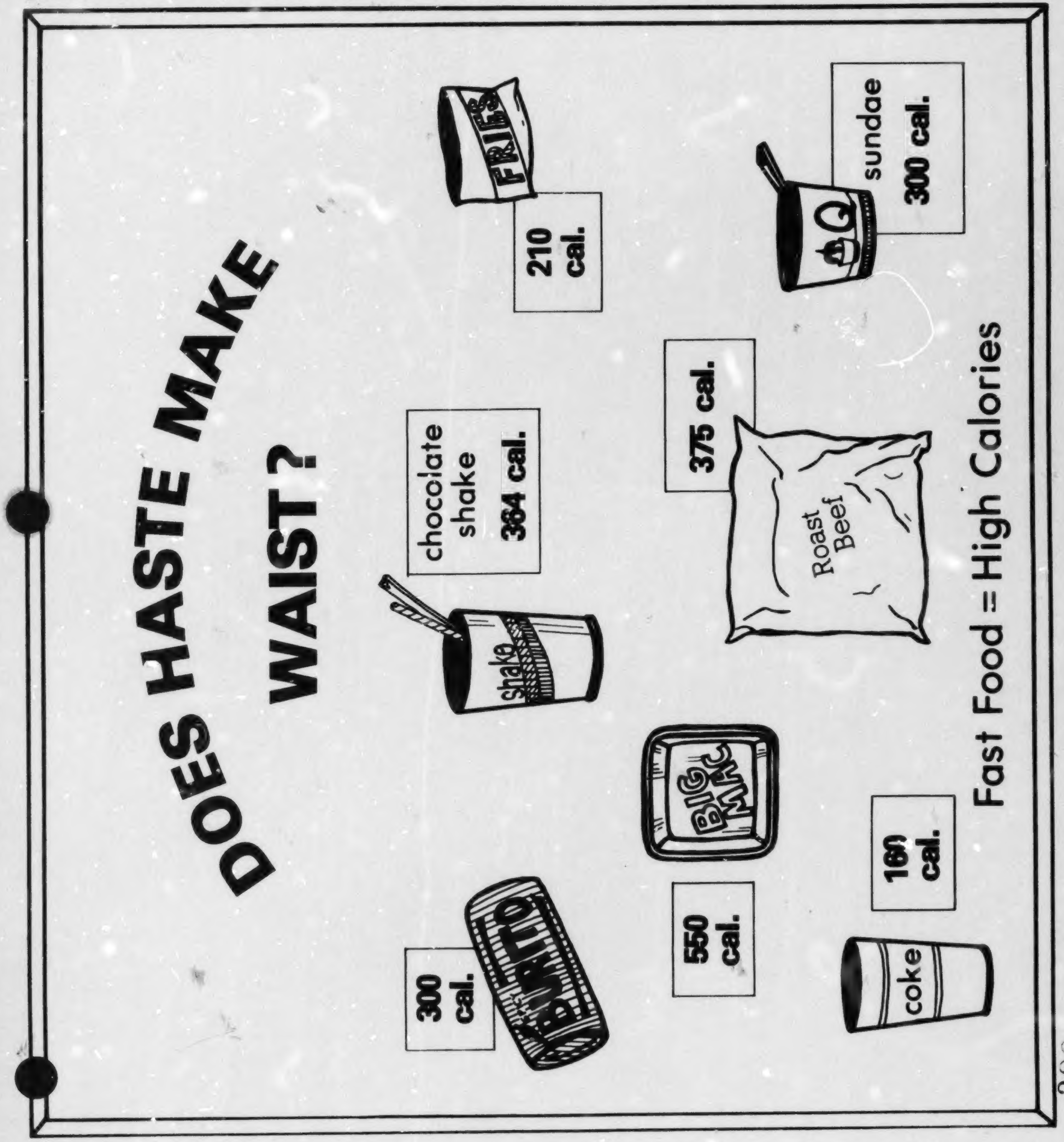
	No. of calories	To use up
French Fries (8 pieces)	157	Brisk Walking 32 min.
Mayonnaise (1 tbsp)	108	Knee Bends 10 min.
Peanuts (4 oz.)	442	Jog 44 min. Sit ups 30 min.
Chocolate Sundae (4 oz.)	235	Swim 20 min.
Broiled Steak (4 oz.)	441	Jog 44 min. or Toe Touch 35 min.

ulletin Board Idea (To be used with Unit IV)

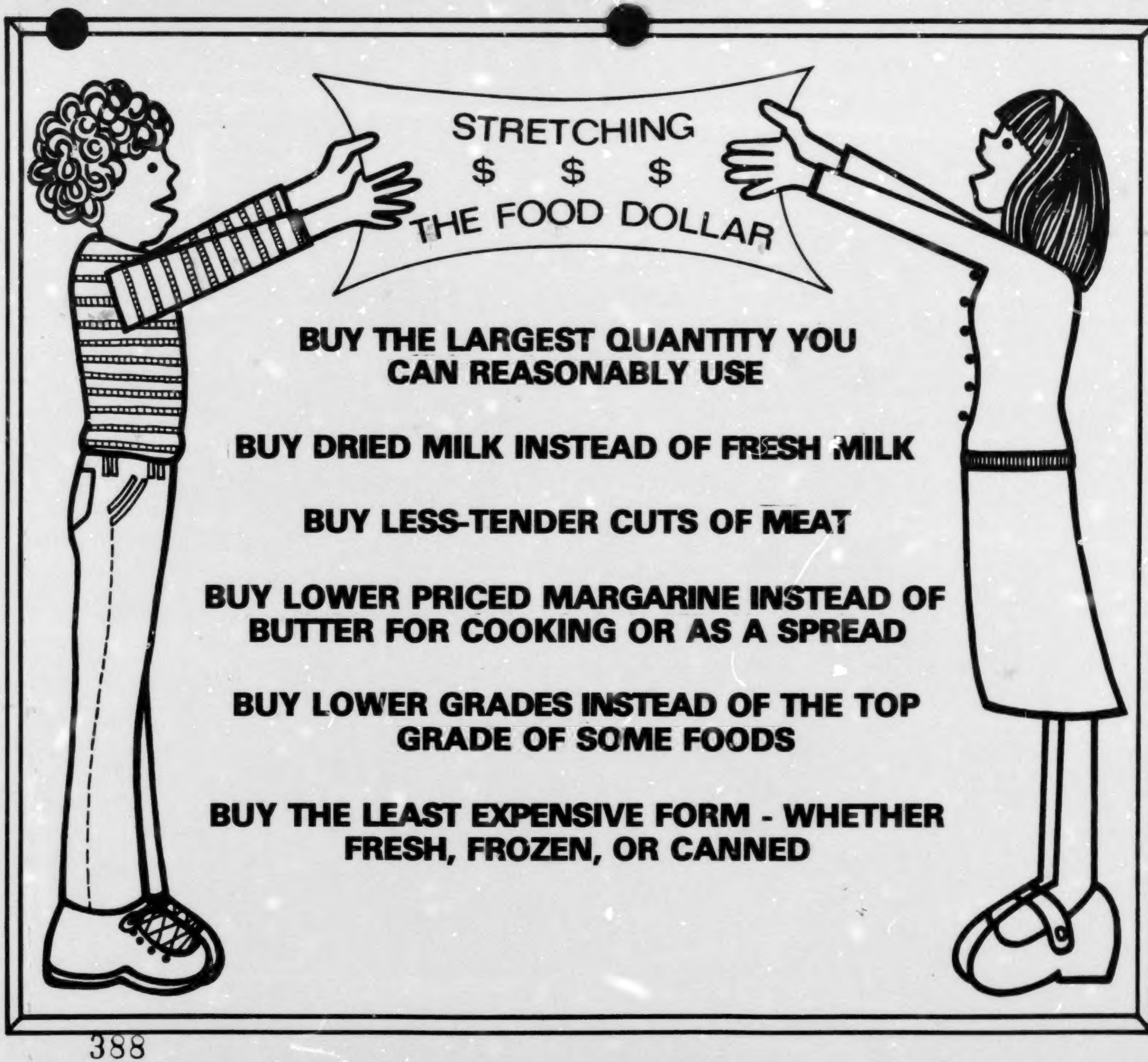
BB-2

Bulletin Board Idea (To be used with Unit IV)

Directions: To illustrate the high calorie content of many fast foods use actual wrappers, cups, etc. to give a 3-D effect on bulletin board. Beside each write number of calories (found in information sheets). Use red background, yellow labels and letters.


DOES HASTE MAKE
WAIST ?
300 cal.
BURITO
shake
chocolate shake 364 cal.
FRIES
210 cal.
550 cal.
BIG MAC
375 cal.
Roast Beef
sundae 300 cal.
coke
160 cal.
Fast Food = High Calories

Bulletin Board Idea (To be used with Unit V)



STRETCHING
$ $ $
THE FOOD DOLLAR

BUY THE LARGEST QUANTITY YOU CAN REASONABLY USE

BUY DRIED MILK INSTEAD OF FRESH MILK

BUY LESS-TENDER CUTS OF MEAT

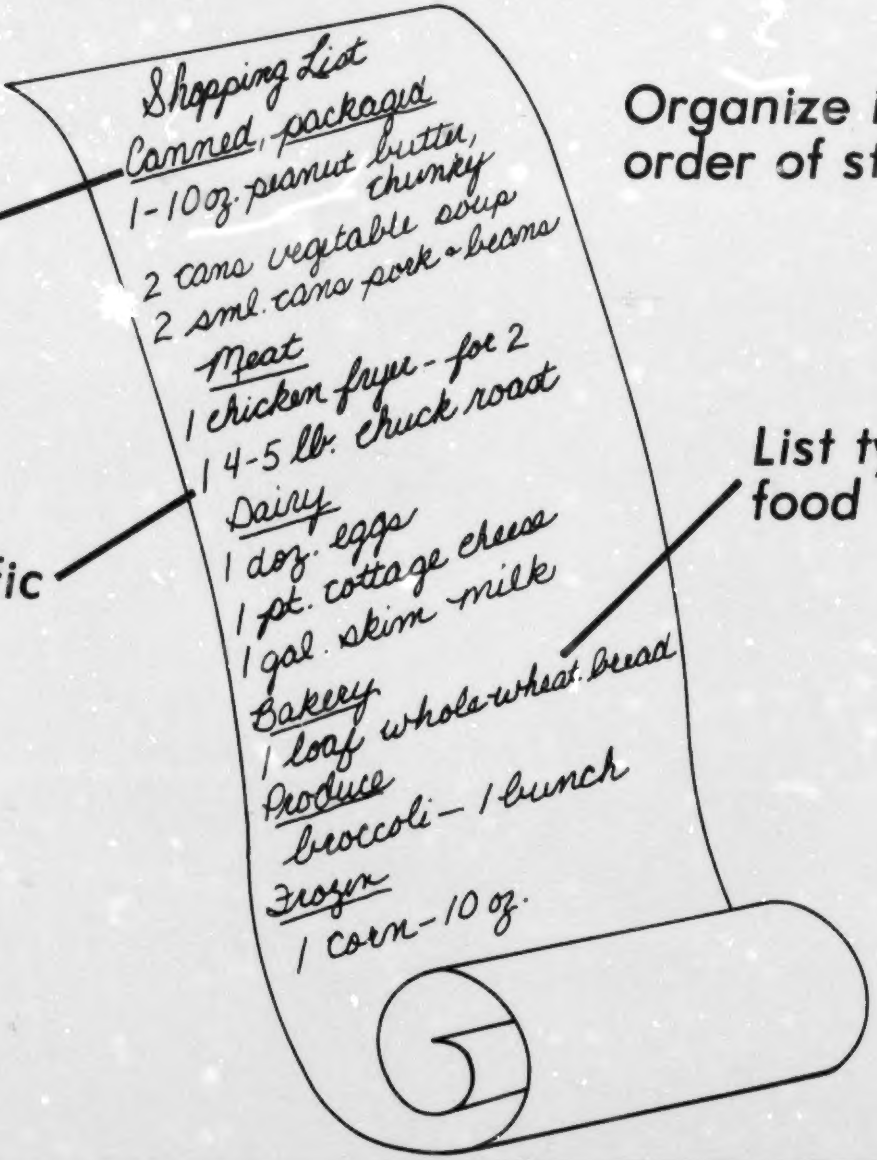
BUY LOWER PRICED MARGARINE INSTEAD OF BUTTER FOR COOKING OR AS A SPREAD

BUY LOWER GRADES INSTEAD OF THE TOP GRADE OF SOME FOODS

BUY THE LEAST EXPENSIVE FORM - WHETHER FRESH, FROZEN, OR CANNED

Bulletin Board Idea (To be used with Unit V)

" Make That List And Check It Twice "


Shopping List
Canned, packaged
1-10 oz. peanut butter, chunky
2 cans vegetable soup
2 sml. cans pork & beans
Meat
1 chicken fryer - for 2
1 4-5 lb. chuck roast
Dairy
1 doz. eggs
1 pt. cottage cheese
1 gal. skim milk
Bakery
1 loaf whole-wheat bread
Produce
broccoli - 1 bunch
Frozen
1 corn - 10 oz.

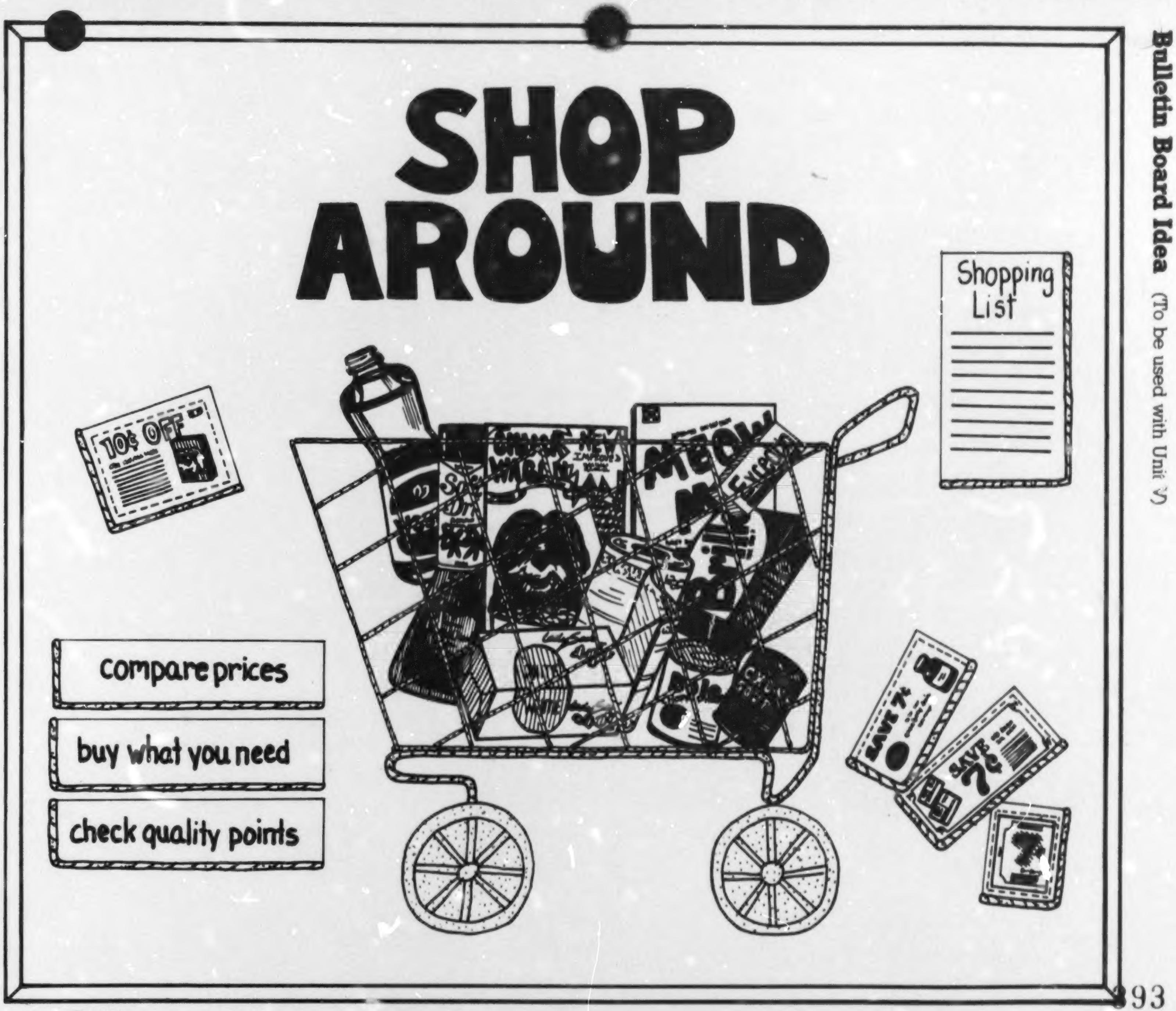
Organize in order of store

Group in categories

List type of food or brand

Give specific quantity

BB-2

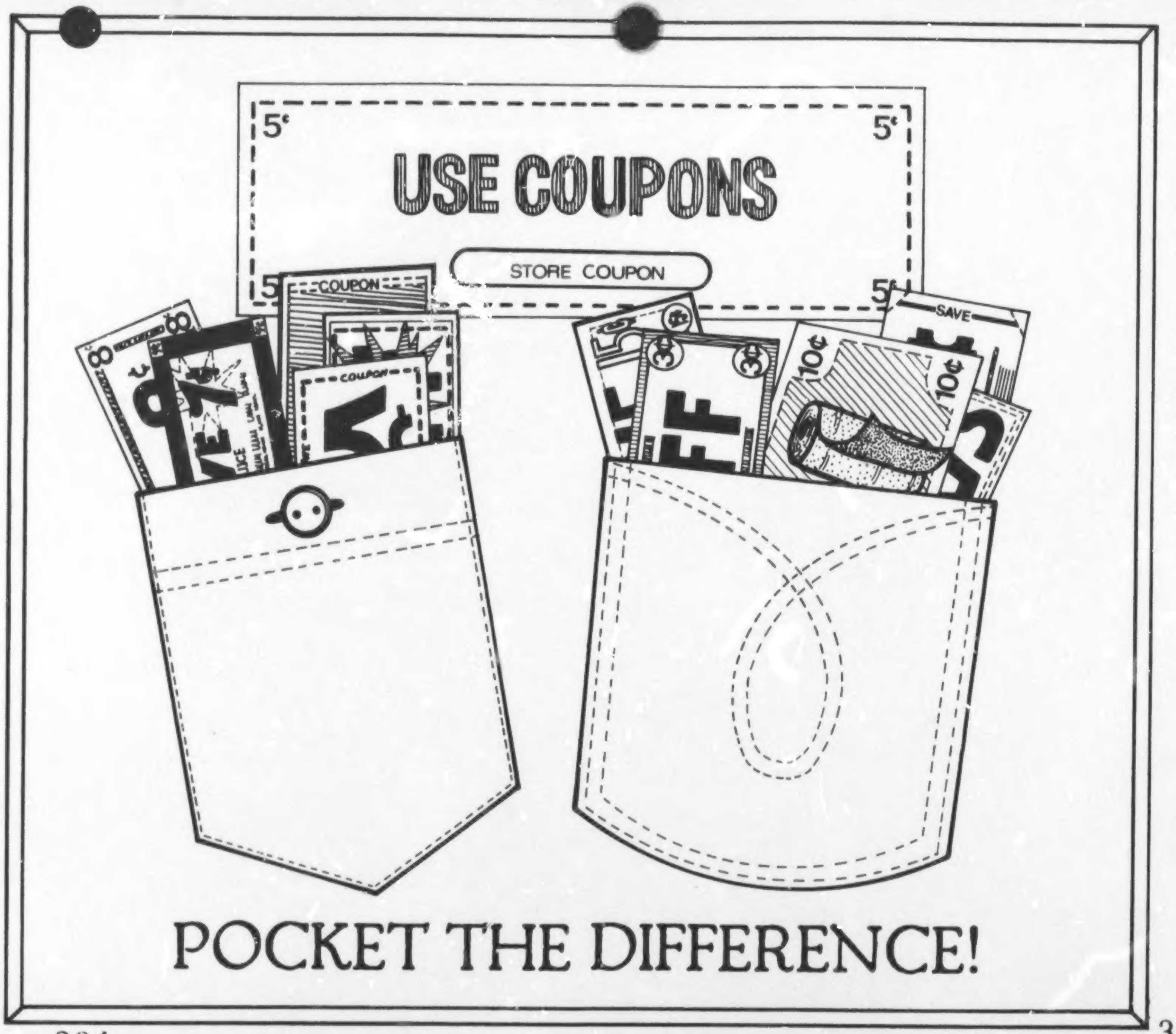

SHOP AROUND
Shopping List
10¢ OFF
compare prices
buy what you need
check quality points
SAVE 7¢
SAVE 7¢

Bulletin Board Idea (To be used with Unit V)

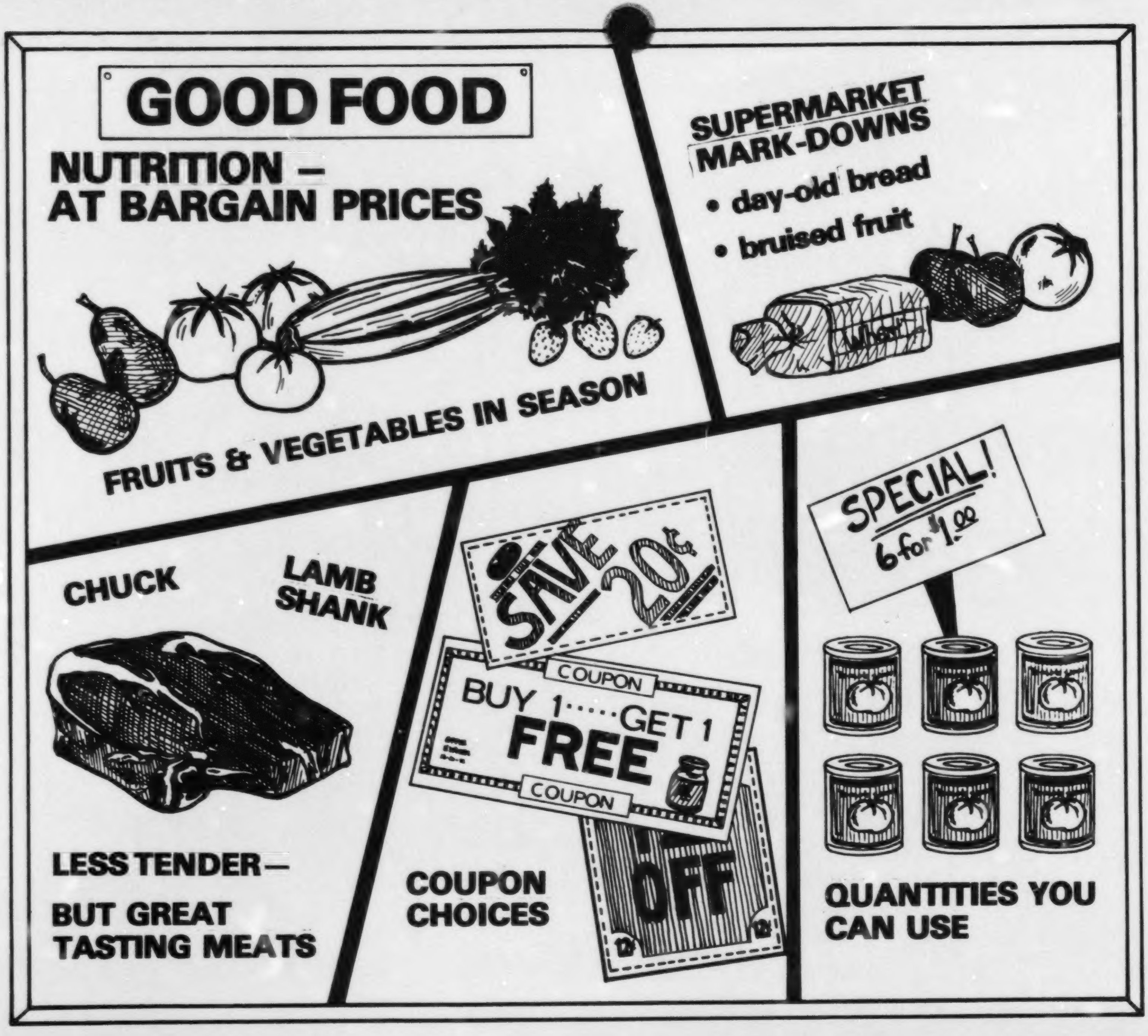
BB-3

Bulletin Board Idea (To be used with Unit V)

BB-4


5¢
5¢
USE COUPONS
STORE COUPON
5¢
5¢
COUPON
COUPON
SAVE
10¢
10¢
POCKET THE DIFFERENCE!

Bulletin Board Idea (To be used with Unit V)


GOOD FOOD
NUTRITION — AT BARGAIN PRICES
FRUITS & VEGETABLES IN SEASON
SUPERMARKET MARK-DOWNS
• day-old bread
• bruised fruit
Wheat
CHUCK
LAMB SHANK
LESS TENDER —
BUT GREAT TASTING MEATS
SAVE 20¢
COUPON
BUY 1 ····· GET 1
FREE
COUPON
OFF
12¢
12¢
COUPON CHOICES
SPECIAL!
6 for $1.00
QUANTITIES YOU CAN USE

BB-5